

1-1-1971

The black college as a contributor to the intellectual common market : readiness of faculty and students of the black college for international involvement.

Cynthia Norton Shepard
University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Shepard, Cynthia Norton, "The black college as a contributor to the intellectual common market : readiness of faculty and students of the black college for international involvement." (1971). *Doctoral Dissertations 1896 - February 2014*. 2199.
https://scholarworks.umass.edu/dissertations_1/2199

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

THE BLACK COLLEGE AS A CONTRIBUTOR TO THE INTELLECTUAL
COMMON MARKET: READINESS OF FACULTY AND STUDENTS
OF THE BLACK COLLEGE FOR INTERNATIONAL
INVOLVEMENT

by

Cynthia Norton Shepard

A Dissertation

Submitted in Partial Fulfillment

of the Requirements for the

Doctor of Education Degree

School of Education

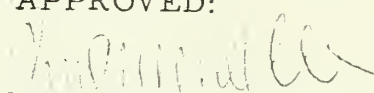
University of Massachusetts

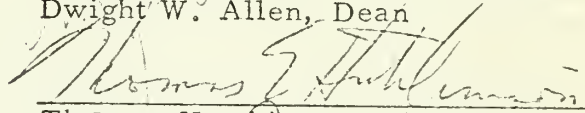
Amherst, Mass.

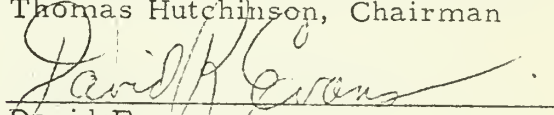
September 1971

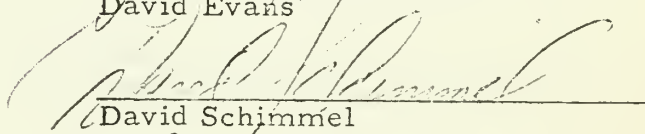
THE BLACK COLLEGE AS A CONTRIBUTOR TO THE
INTELLECTUAL COMMON MARKET: READINESS OF FACULTY
AND STUDENTS FOR INTERNATIONAL INVOLVEMENT

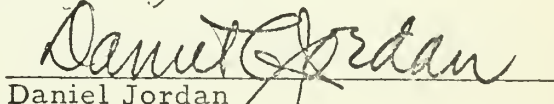
APPROVED:

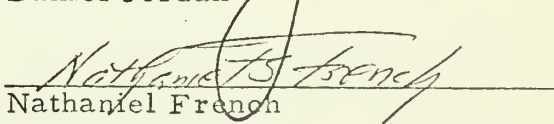

Dwight W. Allen, Dean


Thomas Hutchinson, Chairman


David Evans


David Schimmel


Daniel Jordan


Nathaniel French

PREFACE

I believe in God, who made of one blood all nations that on earth do dwell. I believe that all men, black and brown and white, are brothers, varying through time and opportunity, in form and gift and feature, but differing in no essential particular, and alike in soul and the possibility of infinite development.

Especially do I believe in the Negro race: in the beauty of its genius, the sweetness of its soul, and its strength in that meekness which shall yet inherit this turbulent earth.

--W. E. B. DuBois,
Credo, 1920.

One of the most venerated black scholars in the world's history—W. E. B. DuBois—wrote in his day that only faith in humanity will lead the world to rise above its color prejudice. This voice of resistance from Massachusetts envisioned in the Twenties an inauguration of a last crusade for humanity upon the continent of Africa—not the absolute segregation in Africa of all the world's black folk; for, if reverence for humanity is to be instilled in the world, according to DuBois, black men have earned the right to fight for it wherever they exist.

But, DuBois did extend to Black America an imperative to lend its talents to developing the full potential of the dark-skinned peoples of the world, to furnish to them technical experts, true catalysts, leaders of thought and missionaries of culture with respect for human dignity.

The "dark-skinned world" of DuBois is the Third World of today, defined by economists and educationists as nations within Africa, Asia and Latin America. Many changes have occurred in these developing areas of the world during the past two decades, but the participation of Black Americans in the direction of change in the international arena has been, for many reasons, extremely limited.

The call to pioneering extended by DuBois in the Twenties to Black Americans is yet alive in his writings, and his fervor for international cooperation among men of color has been revived in the Seventies by many noted scholars and writers. The appeal to black youth for overseas service by agencies of the federal government and American enterprise has gone apparently unheeded by university students and scholars, for reasons which may be justifiable and rational. Without absolving the vagaries of institutionalized racism, this study and the total efforts of this writer are devoted to ascertaining what those reasons may be, as perceived by students and faculty of the black institution of higher learning.

It is hoped that these pages will contribute to a wider dialogue among academicians, funding agencies and international organizations about the viability of black scholars and of the black experience in the treatment of grave problems and challenges facing educational systems all over the world today; further, that these pages will stimulate deep

introspection among black colleges in terms of their role and capabilities for preparing black scholars for world education and leadership, and that these pages will intrigue the energies of researchers to develop the mechanisms which will involve the total human resources of America in solving the world crisis in education.

It has been said that no man is an island unto himself; certainly no author of a doctoral dissertation can ever be. Accordingly, I wish to express my great indebtedness and gratitude to countless individuals throughout my lifetime, who—though not named here—have contributed directly and indirectly to the writing of this dissertation. I owe an immeasurable debt, of course, to my parents, Mr. and Mrs. George Norton, for their unfailing faith in me. And, to Dwight W. Allen, I am deeply grateful for the opportunity to participate in a doctoral program and for his philosophy that man has an obligation to develop his full human potential for the service of God.

My colleagues in the Center for International Education are too numerous to name, but my gratitude must be expressed for the comradery, particularly to Joseph K. Blackman, without whose assistance and encouragement I may not have endured. I am grateful to members of my Committee for their technical assistance and limitless patience during my years at the University of Massachusetts.

I am immeasurably indebted to the faculty, administration and student body of Texas Southern University for their graciousness to me as

a newcomer among them whom they never treated as an outsider, to Betty Jones and Vivian Becker for typing, and Don Edwards for computer assistance. To my husband, James O. Perry, who bore the burden of long hours of neglect and travail with much love and understanding, I am deeply grateful.

C. N. S.

Amherst

September 1971

THE BLACK COLLEGE AS A CONTRIBUTOR TO THE INTELLECTUAL
COMMON MARKET: READINESS OF FACULTY AND STUDENTS
OF THE BLACK COLLEGE FOR INTERNATIONAL
INVOLVEMENT

by

Cynthia Norton Shepard

An Abstract

Submitted in Partial Fulfillment
of the Requirements for the
Doctor of Education Degree

School of Education
University of Massachusetts
Amherst, Mass.

September 1971

ABSTRACT

The primary concern of this research is for the world crisis in education, defined as the great disparity which exists between the hopes of individuals and the needs of society on one hand, and the capabilities of the educational systems on the other. The problem investigated by this study is the lack of involvement of America's black folk in seeking solutions to the world crisis in education.

Both the purpose and the need of this study are to assist the black institution in an objective judgment of its own performance in terms of the stated problem.

The a priori assumption of the study is that institutionalized racism is as world-wide and as critical in proportion as the crisis in education. The focus is, however, upon the black institution in particular and the black scholar in general, in an attempt to pinpoint attitudinal variables within the population which may be significant contributors to continued nonparticipation of Black Americans in America's foreign affairs.

One black institution was selected from 111 for the research setting, the selection criteria being at least 4500 student enrollment; institutional vitality evidenced by increasing student enrollment, accreditation status, size of current federal grants, number of Ph. D's; percentages of rural, foreign and white students; types of degrees, etc. With

regard to enrollment, types of degrees awarded and age, Texas Southern University is atypical; in terms of clientele, mandate, structure and life style and geographical location, it is representative of most.

A random sample of 87 was drawn from among the 265 administrators and faculty through structured interviews; a selective sample of students was drawn from graduate students in education. The interview protocol took the form of an open-end questionnaire, responses to which were recorded by the investigator in the presence of the subjects. Interviews ranged from thirty minutes to one hour.

The student instrument also was open-ended, and was administered only once to 135 students in four classes meeting simultaneously. An average of thirty-five minutes was required to complete the instrument. The total data-gathering process covered a nine-month span, beginning with testing of the initial instrument in October 1970. The bulk of data was gathered from April to June, 1971.

Questions asked of the data were: What are the prevailing attitudes of faculty and students toward participation in the international field? What are the perceptions of faculty regarding the role and capabilities of college administration for international participation and how do these relate to faculty's aspiration for international involvement both for themselves and their students? Does a relationship exist between the knowledge and attitudinal factors of both groups and how do these factors

relate to nonparticipation? How knowledgeable of international agencies and opportunities are faculty and students on a typical black college campus?

It was hypothesized that a significant interest in international involvement would be found within the sample population and that knowledge of foreign affairs would be limited, with little if any awareness of international agencies and their functions. The investigator expected to find a minimum of experience among faculty especially among non-Western nations and that the majority of students would not have traveled outside the South. The factors of noninvolvement as assumed by the researcher would be a preoccupation with traditional preparation and role counseling by faculty, a preoccupation of students with urban, racial problems in their immediate environment which precluded international participation, a disparity between the attitudes of faculty and students regarding international relationships and between faculty and administration.

Univariate distributions were attained for each questionnaire item separately by faculty and student. Cross tabs were established according to stated hypotheses and the chi square test was applied to each at the .05 level to determine whether relationships were significantly different from chance.

Data revealed 40.2 per cent of international experience among faculty, the greater percentage in Africa and Asia. Significant difference

was found in positive and negative attitudes of faculty toward administration, in white and black attitudes and levels of knowledge among student sample and between faculty experience and geographic selection by students. All of these areas suggest the need for further research. In other relationships tested, the difference in frequencies approached significance at the .05 level, but was found to be too small to be significant for the sample sizes used. It can be assumed that for larger samples, significant difference would be found.

The researcher concludes from the data that reliable mechanisms must be established to investigate causation and to overcome the factors of suspicion and mistrust of administrative motives, the lack of knowledge and social consciousness among students, and to educate the private and federal benefactors of the black college to its particular needs with regard to institution building and development. Although the conclusions are generalizable only to Texas Southern University, it is assumed that were this study replicated in another black college setting, the same conditions would be found. The major conclusions of the research is that the black college, as a major contributor of black potential to be utilized in finding solution to the world crisis in education, is attitudinally ready for institutional participation in the international arena.

TABLE OF CONTENTS

	Page
PREFACE	iii
ABSTRACT	ix
LIST OF TABLES	xvi
Chapter	
I. INTRODUCTION	1
A. Problem Statement	4
B. Need for Study	16
II. REVIEW OF LITERATURE	21
A. The World Educational Crisis	21
B. The American Professional School	27
C. The Black College as Contributor to World Market in Education	31
D. The Student, His Needs and Current Activities in International Education	37
III. METHODS AND PROCEDURES	43
A. Description of Universe and Sample	43
1. The Universe	44
2. Selection of Institution	45
3. The Setting of the Study	47

Chapter	Page
4. Faculty Sample	53
5. Student Sample	55
B. Instruments and Their Characteristics	58
1. Faculty Interview	58
2. Student Questionnaire	59
C. Design of Study and Data-Collection Plan	61
1. Faculty Study	62
2. Student Study	63
D. Assumptions and Limitations	64
E. Plan for Data Analysis	66
F. Hypotheses of the Study	67
IV. PRESENTATION AND TREATMENT OF FACULTY DATA	68
A. Presentation of Descriptive Data	71
B. Presentation and Analysis of Research Data	77
1. Faculty Attitudes Toward Black Ameri- can Participation in International Affairs	77
2. Faculty Aspirations in the International Arena	83
3. Faculty Perceptions of University Admini- stration	84
4. Faculty Attitudes Toward Preparation of Gifted Students for International Careers	86

Chapter	Page
C. Testing of Hypotheses Specific to Faculty Sample	92
D. Summary of Faculty Data Analysis	95
V. PRESENTATION AND TREATMENT OF STUDENT DATA . . .	100
A. Presentation of Descriptive Data	100
B. Analysis of Research Data	103
1. Elements of Exposure to International Travel . . .	105
2. Student Attitudes Toward Involvement of Black Minority in International Affairs	110
3. Student Aspirations for International Fields . . .	117
4. Student Attitudes, Experience and Knowl- edge by Race	119
C. Testing of Hypotheses Specific to Student Sample . .	123
D. Summary of Student Data Analysis	130
VI. PRESENTATION AND TREATMENT OF RELATED FACULTY AND STUDENT DATA	135
A. Presentation of Combined Sets of Research Data . . .	135
1. Faculty and Student Perceptions of Causation . .	135
2. Value Orientations of Students ,	139
3. Travel Experience and Aspirations for Travel . .	143

Chapter	Page
4. Relationship to Faculty Experience	
with Student Choice	146
B. Summary of Combined Data Analysis	150
VII. SUMMARY AND INTERPRETATIONS	153
VIII. DEVELOPMENTAL RECOMMENDATIONS	168
REFERENCES	182
APPENDICES	189
A. Panel of Participant Observers, Introductory	
Memo and Letter of Information	189
B. Faculty Questionnaire and Code Book	192
C. Student Questionnaire and Code Book	199

LIST OF TABLES

	Page
1. Total Peace Corps Volunteers by Region and Race	10.
2. Total Peace Corps Volunteers by Host Country and Race	12.
3. Statistical Data on Five Selected Black Colleges, 1970-1971	46
4. Growth in Student Enrollment by Selected Cate- gories, Texas Southern University, 1966-1971	50
5. Geographical Origin of Student Enrollment at Texas Southern University, 1966-1971	51
6. Professional Staff of Texas Southern Univer- sity by Schools, Status and Race, 1970-1971	54
7. Frequency Distribution of Graduate Student Popula- tion at Texas Southern University, 1970-1971	57
8. Responses of Faculty to Area of World they Wish to Serve: Example of Coding Procedures	71
9. Distribution of Faculty Sample by School and Professional Status, Texas Southern University, 1970-1971	72
10. Distribution of Faculty Sample by School and Race, Texas Southern University, 1970-1971	73

Table

Page

11.	Distribution of Faculty Sample with International Experience by School and Professional Status, Texas Southern University, 1970-1971	74
12.	Distribution of Faculty Sample with International Experience by School and Geographic Area Served, 1970-1971	75
13.	Causes of Nonparticipation of Black Americans in World Affairs	78
14.	Should Black Americans be Involved Internationally . . .	81
15.	Why Black Americans Should be Involved Internationally	81
16.	Reasons Black Americans Should not be Internationally Involved	82
17.	Aspirations of Faculty for International Service	83
18.	Areas of World Selected for International Service	84
19.	Areas of International Service Expressed in Mileage . . .	85
20.	Aspirations in the International Field	86
21.	Perceived Hindrances to International Involvement	87
22.	Perceived Benefits in International Involvement	88
23.	Perceptions of University Administration Regarding International Roles of Faculty	89

Table	Page
24. Faculty Willingness to Prepare Gifted Students for Nontraditional International Careers	90
25. Levels of Assistance to International Prepara- tion of Gifted Students	91
26. Willingness to Assume Administrative Responsibility . . .	92
27. Bases for Unwillingness to Assume Administrative Responsibility	92
28. Chi Square Table for Cross Tab: Positive and Negative Attitudes Toward Administration	93
29. Chi Square Table for Cross Tab: Causes and Hindrances	94
30. Chi Square Table for Cross Tab: Hindrances and International Experience	95
31. Example: Coding Categorization Procedure for Student Sample	101
32. Racial Configuration of Student Sample	102
33. Sexual Composition of Student Sample	103
34. Geographic Origins of Student Sample	104
35. Geographic Origins of Parents of Student Sample	105
36. Farthest Distance Subjects have Traveled from Home by Destination	106

Table

Page

37.	Farthest Distance Subjects Have Traveled from Home: In Miles	107
38.	Travel Experience of Subjects' Families and Peers	108
39.	Members of Family Who have Traveled on African Continent	109
40.	Student Subjects Whose Family and Peers Have Travel Experience on African Continent	110
41.	Reasons for Noninvolvement of Black Ameri- cans Internationally	111
42.	Should Blacks Become Internationally Involved?	112
43.	Reasons Black Americans Should be Interna- tionally Involved	113
44.	Reasons Black Americans Should Not be Internationally Involved	114
45.	Contributions Black Americans Can Make to the World	115
46.	Does America Assist Development of Dark- Skinned Nations?	116
47.	Reasons America Does Assist Development of Dark-Skinned Nations	116

Table	Page
48. Reasons America Does Not Assist Development of Dark-Skinned Nations	117
49. First Three Selections by Student Sample of Areas of the World for International Travel or Work	118
50. First Selection of Student Sample for Areas of International Service: Interpreted in Miles	119
51. Reasons for White Participation in Peace Corps Among Student Sample: Distribution by Ethnic Origin	120
52. Identification of International Agencies by Common Abbreviations by 135 Students in Sample	121
53. Numbers of Organizations Correctly Identified Among Student Sample: Distribution by Race	122
54. Farthest Distance Traveled from Birthplace: Expressed by Race and Mileage	123
55. Chi Square Table for Cross Tab: Mothers to Students Birthplaces	124
56. Chi Square Table for Cross Tab: Birthplace of Fathers to Students	125

Table	Page
57. Chi Square Table for Cross Tab: Distance Traveled and Race	126
58. Chi Square Table for Cross Tab: Student Geographic Choice & Experience of Peers	127
59. Chi Square Table for Cross Tab: Peace Corps Participation by Race	128
60. Chi Square Table for Cross Tab: Number of Agencies Identified and Race	129
61. Causation of Noninvolvement of Black Ameri- cans in American Foreign Affairs as Perceived by Faculty and Student Samples	136
62. Chi Square Table for Cross Tabs: Faculty and Student Perceptions of Causation of Noninvolve- ment of Black Americans in Foreign Affairs	138
63. Faculty and Student Responses to Whether Black Americans Should Become Involved in American Foreign Affairs	139
64. Reasons for Increased Involvement of Black Americans in American Foreign Affairs as Per- ceived by Faculty and Students	140

Table	Page
65. Reasons Black Americans Should Not Become Involved Further in American Affairs as Per- ceived by Faculty and Students	141
66. Chi Square Table for Cross Tab: Faculty and Student Responses to Whether Black Americans Should Become Involved in American Foreign Affairs	142
67. Geographic Area of the World Chosen for Inter- national Service by Faculty and Students	144
68. Chi Square Table for Cross Tab: Geographic Choices of Faculty and Students	145
69. Student Responses to Priorities for Inter- national Service: Faculty Responses to Area of International Experience	147
70. Chi Square Table for Cross Tab: Faculty Exper- ience and Student Choice	148
71. Chi Square Table for Cross Tab: Faculty Exper- ience and Student Choice	149

C H A P T E R I

INTRODUCTION

A world crisis in education exists, and the human and technical resources of many nations and institutions are actively employed in seeking solutions to this dilemma. The primary concern of this study is the nonparticipation of the Black American in general and of the black institution of higher learning in particular in this universal problem-solving effort in the field of education.

An intellectual common market, comprised of scholars from around the world, has been in existence for a long time; it is world-wide in scope; and, its volume of trade has boomed in the past twenty-five years in size, diversity and geographic scope. America has contributed unsparingly to the intellectual common market both in terms of financial assistance and human resources, subsidizing through federal grants the overseas activities and research projects of several universities and of thousands of individual Americans over a period of years. Virtually no black college and few black scholars are listed among them.

The world educational crisis has been somewhat ameliorated by this system of international exchange, although to some degree, the crisis may have been precipitated--especially in developing nations--by the

quality and nature of the exchange. It can be generally stated, however, that intellectual exchange of the educational common market has enriched the institutions involved; their student bodies, faculty and curricula are being more fully developed by the flow of new information from their faculty members and researchers abroad; and their information is kept up to date by visiting scholars on their campuses from the nations served. The only thing sacrificed, it has been said, is parochialism (Humphrey, 1969). One exception to the pervasiveness of international relationships among scholars exists within the American black universities and among black scholars generally. The black college was almost exclusively involved in the education of "dark-skinned foreigners" before desegregation in higher education; since desegregation, government and private contracts have been just as exclusively awarded to major white universities for assistance to nations of the developing world. This would tend to frustrate internationalism in the black college.

The inhibitive and prohibitive powers of institutionalized racism in America have been well researched and the results documented over the past decade (See Chapter 2). This study is not an attempt to re-invent the wheel. The investigator presents as an operating assumption the premise that racism is as universal as the intellectual common market; and further, that institutionalized racism is a significant factor in the escalation of pro-

blems and resulting failures to resolve the world crisis in education. This study, therefore, does not attempt to establish causal relationships with institutionalized racism.

The focus of the research is rather upon the black institution, itself, as the major potential contributor of educated black resources to the common market. More specifically, the purpose of the study is to assess the prevailing attitudes among students, faculty and administration of the black college toward international involvement which may bear significance to the current, limited participation of black people in world affairs.

The researcher presents as a personal rationale for this particular type of study the contemporary issue of whether the black college should or should not continue to exist in American higher education. The researcher feels that the black college must continue to exist, and therefore has a personal commitment to the concept of institution building: the notion that what is most expressly needed to bring the black college to accountability is a clear reordering of priorities, which will link research more productively to the basic and practical problems of the institution itself; and which will establish means for ensuring that the results are quickly disseminated to all levels of decision-making and put to practical use; further, that research should begin with the needs of students, who have much to contribute toward keeping an institution on its toes, but whose attitudes toward their own personal development will be the decisive factor in their education (McGrath, 1965).

This study represents only one effort in that direction.

Problem Statement

America's concern for her image and role in the world arena is historical; but, her apparent concern for significant involvement of her black minority in her international affairs is relative recent. It can be argued that this concern increased phenomenally over the past decade with the rapid emergence of the African powers. A case can be made also that the demands of "black power" which have vastly increased domestic opportunities for Black Americans, have had similar impact upon the international dimensions of American existence. Both private and federal agencies dealing with international interests have attempted to recruit black participation with apparent sincerity within the past five years. The results have been minimal.

The problem simply stated is that few Black Americans are currently employed in international programs, projects and agencies operating throughout the world. Indeed, the percentage of Black American participation has not proportionately increased over the past five years to the percentage of increase in opportunities allegedly available.

Major assumptions of the researcher regarding the limited participation of the black minority in world affairs are:

- 1) That racial discrimination does exist in the recruitment, selection, orientation and assignment processes in varying degrees within the international agencies of the United States and of the United Nations.

- 2) That the limited involvement of the black institution as a recruiting, training and administrative agent for international organizations has been a major contributing factor to the lack of participation and involvement in world affairs by Black Americans.
- 3) That information regarding international career opportunities is not made readily available to black institutions, and that which is received by the college administrations is not immediately (if at all) disseminated to all levels of the faculty, administration or student body for positive or negative response.
- 4) That a reliable feedback system does not exist within the black institution for dissemination of ideas by professionals with international experience for the stimulation of changes within the college curricula and for the encouragement of students and professionals alike to international pursuits.

Added to the foregoing assumptions of the researcher are those voiced frequently to participant observers by international agencies regarding black participation, which will either be substantiated or refuted by the data:

- 1) That Black Americans are unwilling to travel great distances from their places of birth, or from their immediate families; i. e., parents, siblings, etc.
- 2) That Black Americans are too deeply involved with domestic problems within the United States to wrestle simultaneously with problems of the world.
- 3) That Black Americans do not identify with black peoples of the world, especially Africans, and would not choose to serve the continent of Africa.
- 4) That faculty and administrators of black colleges resist nontraditional training and career development and channel their most promising students into safer, domestic fields.

If the commitment to involve Black Americans in international affairs is genuine and not affected by more subtle aspects of institutionalized racism, then the federal agencies concerned with international issues would do whatever had to be done to assure the actual participation of Black Americans in world affairs.

An additional common assumption with which this researcher will not attempt to deal, which is often verbalized by internationalists now also being researched (Odenyo, 1971) is the following:

- 1) That the developing nations of Africa do not identify with nor respect the black minority in America, and do not solicit the participation of the Black American in their internal affairs through American aid.

Basic questions to be asked of the data will include the following:

- 1) What are the prevailing attitudes of faculty and students toward participation of black folk in the international affairs of the United States?
- 2) What are faculty aspirations with regard to international work and travel, and how do these aspirations relate to their attitudes toward the participation of their students in the international field?
- 3) What are the perceptions of faculty regarding administrative attitudes and behaviors, and how do these relate to faculty's aspirations for international careers both for themselves and their students?
- 4) Does a relationship exist between the knowledge and attitudinal factors of both faculty and student body, and what is the relationship between these factors and nonparticipation in international affairs?

- 5) How knowledgeable of international agencies and job opportunities are the faculty and students on a typical black college campus?

The term "international agency" is here defined as any organization operating in the world arena which has delegated or assumed powers to hire, train and assign human resources to perform specific functions in developing nations and/or to provide technical or financial assistance to nations other than their own. Such organizations are for example the United States Agency for International Development (USAID); the U. S. Department of State; the Office of Overseas Schools (OOS); Peace Corps; various international business corporations, e. g. , IBM World Trades, Caltex, etc. ; United Nations affiliates (to which the United States is a major contributor) e. g. , United Nations Development Program (UNDP); United Nations International Childrens Emergency Fund (UNICEF), International Labor Organization (ILO), World Health Organization (WHO), Food Administration Organization (FAO), World Bank, UNESCO's International Institute for Educational Planning (IIEP), etc.

An additional host of international agencies are those sponsored by other developed nations of the world who work in conjunction with similar American and United Nations organizations throughout the developing world.

The racial configuration of these international organizations is difficult to obtain, but an assumption based on observation is that the

numbers of American Blacks involved would be negligible. Official data gathered on the volunteer agency of the Peace Corps during 1970-71, tend to confirm this assumption.

Peace Corps is an agency of the American government for voluntary service abroad, designed originally to involve Americans of all ages, skills and backgrounds in the development of nations. It is almost exclusively, however, the young, white and middle-class who answer the call, and the agency has grown in almost geometric progression. In 1961, there were 750 volunteers and trainees; in 1963, 6,500; and by 1966, 15,500. The numbers of countries grew from eight in 1961 to forty-four in 1964. Larger groups of Volunteers were sent each year: 1,133 in India in 1967; 716 in Nigeria in 1966; 720 in the Philippines in 1968; 625 in Micronesia in 1968; and 639 in Brazil in 1966 (Blatchford, 1970).

Serious problems began to emerge, however, in the late sixties which stemmed from the overwhelming presence of Volunteers in schools which transmitted the nation's history and culture. Resulting student agitation in countries such as Ethiopia, Turkey, and the Philippines led to the withdrawal of Volunteers; nine other nations had asked Peace Corps to leave by 1969 and numbers of Volunteers in other countries were steadily reduced to 10,000 Volunteers. One reason given by several nations is their needs are for technicians and specialists of a more sophisticated level than the Peace Corps generally provides. In an attempt to improve

the proficiency levels of Volunteers, Peace Corps decided to establish internship programs in selected universities, as described by Director Joseph Blatchford (p. 128):

Intern programs are also one means of recruiting members of minority groups into the Peace Corps. Until now less than one percent of Volunteers have been black, and only a handful have come from the Spanish-speaking community. Africans, for one, feel that the Peace Corps is "lily white." The Peace Corps has set up a special division to recruit members of minority groups and recently appealed for the assistance of predominantly black colleges. . . . We have already doubled the number of minority members in the Peace Corps, but this is only the first step.

Data generated by the Peace Corps Office of Minority Affairs is here reproduced as supportive information for the stated problem of this study (See Table 1, p. 10).

Peace Corps has an intricate recruiting, selection and orientation system. It utilizes black college graduates for recruitment within the black communities and on the black college campuses; it also advertizes extensively in black media for dissemination of information about Peace Corps, and employs a significant number of black persons on its administrative staff in Washington, D. C., as well as within host countries, particularly Africa. In spite of these gestures, however, few black Volunteers are listed among the thousands of Peace Corps Volunteers serving the developing world. (See Table 2, p. 12),

The internship program described by Blatchford had been in operation for over two years when the above figures were compiled, which

TABLE 1
Total Peace Corps Volunteers by Racial Designation¹
(Approximate figures as of 12-31-70)

Areas of Assignment	Total Volunteers	Negro	Oriental	Indian	Spanish
Africa ²	2,108	80	15	5	10
NANESA ³	1,018	8	8	0	1
EAP ⁴	1,734	9	30	1	6*
LA ⁵	<u>2,310</u>	<u>18</u>	18	<u>2</u>	<u>42</u>
Total	7,170	115	71	8	59*
Percentages		1.6	1.0	.1	.8

*These figures include one Aleut.

¹This official data was obtained from an unpublished bulletin generated by the Peace Corps Office of Minority Affairs, Washington, D. C., December 31, 1970.

²The African Region includes Uganda, Lesotho, Ghana, Swaziland, Liberia, Chad, Dahomey, Ivory Coast, Niger, Senegal, Upper Volta, Togo, and Cameroon.

³Projects under this label are in Morocco, Tunisia, Iran, India and Afghanistan.

⁴Included in this Region are Micronesia, Fiji, Tonga, Malaysia, Korea, Philippines, Thailand and Australia.

⁵Under Latin America are Guyana, British Honduras, Bolivia, Brazil, Chile, Dominican Republic, Ecuador, El Salvador, Honduras, Panama, Paraguay, Peru, Venezuela, and Jamaica.

show an increase of six per cent in numbers of black Volunteers and which represent a decrease in absolute numbers. According to information obtained through interview,⁶ the insistence of Peace Corps administration that whites be included in the internship programs served to reduce the numbers of black students who could be served within the quotas assigned universities. An investigation of these internship programs, the majority of which are on major white campuses, has prompted certain black staff members of Peace Corps/Washington to request that internship programs be limited to minority groups only, the total minorities representing 3.5 per cent of the total number of Volunteers in January 1971.

The percentage of minorities among Peace Corps staff is considerably higher than among Volunteers. (See Appendix A) A disagreement over equity of minority positions at certain salary levels, however, has led to a charge of discrimination against Peace Corps by a former official who is black. (See Tutman vs. Peace Corps, 1971)

Peace Corps is only one documented example of a condition generally true of all American agencies dealing with international fields. The information clearly demonstrates that efforts Peace Corps has evidently expended to increase the numbers of Black Americans in its ranks have not been effective. New ways must therefore be found to develop improved mechanisms for involving blacks if the commitment is indeed genuine.

⁶ This information was obtained by the investigator in a personal interview with Sam Warrington, Regional Officer, Minority Intern Degree Programs, Peace Corps, May 1971.

TABLE 2
Total Peace Corps Volunteers by Race and Host Country
Assignment⁷
(Approximate figures as of 12-31-70)

Host Country Assignment	Total PVC's	Negro	Oriental	Indian	Spanish Surname	Total Minority
Afghanistan	112/39*	1	1	-	-	2
Botswana	63	4	3	-	-	7
Bolivia	130	-	-	-	2	2
Brazil	365	2	2	-	2	6
Brit. Honduras	42	-	-	-	1	1
Cameroon	61	1	-	1	1	3
Ceylon	NA	-	-	-	-	-
Chad	46	1	-	-	-	1
Chile	NA	-	-	-	-	-
Columbia	134	1	1	-	1	3
Congo	12/3*	-	-	-	-	0
Costa Rica	NA	1	2	-	-	3
Dahomey	44	-	-	-	-	0
Dom. Republic	45	1	1	-	2	4
E. Caribbean Isl.	134	1	3	2	5	11
Ecuador	NA	1	3/3 ^o	-	3/1 ^o	7
El Salvador	68	-	-	-	4	4
Ethiopia	191	4	-	-	-	4
Fiji	97/37*	1	3	-	-	4
Gambia	39	1	-	-	-	1
Ghana	285	13	2	1	-	16
Guatemala	78	-	1	-	1	2
Guinea	20	2	1	1	2	6
Guyana	22	2	-	-	-	2
Honduras	116	-	2	-	2	4
India	458	4	3	-	-	7
Iran	157	-	1	-	-	1
Ivory Coast	108	4/4 ^o	1	-	1	6
Jamaica	198	4	2	-	-	6
Kenya	295	14	-	1	-	15
Korea	170	-	4	-	-	5
Lesotho	27	1	1	-	-	2
Liberia	209	17	2	1	3	23
Malawi	51	-	-	-	1	1
Mali	1	-	-	-	-	-
Malaysia	NA	1	5	1#	2	9
Micronesia	284	2	-	-	-	2

Table 2 (cont'd)

Host Country Assignment	Total PCV's	Negro	Oriental	Indian	Spanish Surname	Total Minority
Mauritius	24	-	1	-	-	1
Morocco	14	1/6 ^o	1/6 ^o	-	-	2
Nepal	147	-	3	-	-	3
Nicaragua	48	-	-	-	-	0
Niger	71	2	-	-	-	2
Nigeria	6	-	-	-	-	0
Panama	107	2	-	-	4	6
Paraguay	70	-	1	-	1	2
Peru	210	2	-	-	11	13
Philippines	349	2	9	1	2	14
Senegal	91	2	1	-	-	3
Sierra Leone	210	7	2	-	1	10
Swaziland	25	3	-	-	1	4
Thailand	216/21*	2	7	-	1	10
Togo	88	-	-	-	-	0
Tonga	41	-	1	-	-	1
Tunisia	87	3	-	-	1	4
Turkey	NA	-	-	-	-	0
Uganda	90	2	-	-	-	2
Upper Volta	48	1	-	-	-	1
Uruguay	14	-	-	-	-	0
Venezuela	151	1	1	-	2	4
Western Samoa	43/28*	-	1	-	-	1
Totals	7,170/86 ^o	115/10 ^o	71/9 ^o	8	58/1 ^o	253

*Trainees

^oDependents

#Aleut

⁷This official data was obtained from an unpublished bulletin generated by the Peace Corps Office of Minority Affairs, Washington, D. C., December 31, 1970.

It is interesting to observe that over seventy per cent of the assignment of Black Volunteers is, according to Table I, concentrated in Africa. Table 2 demonstrates that sixty-four per cent of that group are assigned to nations of West Africa. This assignment to the area purportedly of racial origin may be incidental to Peace Corps priorities. It leads to an assumption, however, that low priority, opportunity or interest exist for Black Volunteers to serve in dark-skinned nations outside Africa. It is an assumption worthy of investigation.

Evidence exists that the skin color of Peace Corps Volunteers and other agencies of American aid is often dictated by the prejudices of foreign nations who have requested American assistance. It is possible that the negative attitudes against Black Americans, which reportedly exist in developing nations, are a by-product of American aid. Evidence that the nature of the prejudice also extends to the black college in America is presented as a case in point. The following paragraphs describe a dilemma confronting TransCentury, an international agency contracted by USAID to recruit and select personnel for overseas institutions of higher learning.⁸ The nation for whom TransCentury was recruiting in this instance was Ethiopia; it is assumed that if the reported prejudice does indeed exist, it is not limited to Ethiopia.

⁸ Letter from Phylcia Fauntleroy, Minority Recruitment Coordinator, AID/Africa, to Cynthia Shepard Perry, Director, Center for International Development Studies, Texas Southern University, August 23, 1971.

. . . most people have been amazed at the high quality of candidates we were able to find. Although I'm sure I need not have to say this to you, this included our Black candidates. Of our top 45 candidates, almost a third were Black, yet only one was hired and he with some difficulty. We had sent recruiters to many of the Black universities and put a great deal of our time, money and work in this area, which for so long has been neglected.

. . . While we've done well in attracting Black candidates, we also have the obligation to insure that qualified ones get hired--much, much work has to be done with the African universities themselves in correcting the false image they have been given about Black universities. Although many people, including AID, asked to see if our Black candidates were equally qualified (and they, too found they were), the problem was not one of academic preparation, since most Blacks hold advanced degrees from White universities, because most Black universities did not give advanced degrees.

Rather it was the fact a Black professor was teaching at a Black rather than White university. It's unfortunate that we must constantly prove these same points over and over--especially when they are often only false issues anyway.

Need for Study

The minorities of America are not traditionally studied as a part of the developing world; they are considered domestic problems. The research conducted by international educationists are traditionally confined to comparative education, educational planning and development, etc., with concentration on the problems of less developed nations of the world. The ghetto and the barrio, however, are utilized by federal agencies as training ground for middle-class professionals who aspire to effectiveness among "foreign" cultures during their international assignments.

The use of the ghetto and the barrio for simulated experiences for international trainees indicates that the conditions of development existing therein are recognized by these international agencies. It would appear, therefore, that educational research would concern itself with the ingredients for successful coping with those conditions, and further that agencies would be concerned for means of properly grooming experienced persons from the minorities to deal with similar problems abroad. Yet, virtually no research has been conducted in the field of international education among the talented of the minorities in terms of their attitudes and aspirations toward involvement outside the barrio and the ghetto and the shores of the United States.

In the context of the philosophy of world educational crisis, the need exists to identify and recruit Black Americans who can at this time contribute to the solution of the crisis. At the same time, the black minority must be perceived by educational planners as a "developing

nation" within an industrialized nation of people. An objective assessment of aspirations and attitudes of black people toward world involvement must be made to establish trends. This information must be made available to the educational system, so it can examine its capabilities for meeting the needs and expectations of its black clientele and if necessary to find effective ways to raise aspirations.

Such studies raise the question--as in developing nations--what can education do to instill in black students a set of attitudes, motivators, and career preferences which would promote a commitment to world education? Can education be successful in so doing in defiance of so many family, racial and other environmental forces which now either retard the development of black potential or channel it into low-level employment?

This particular study deals with international attitudes and aspirations of those who have already obtained professional status: graduate students, administrators and faculty of the black college. The specific question asked of the data is: What are the identifiable factors of non-involvement inherent in the black college? The answers to this question contribute to potential answers for a further set of questions: What can the black professional school do to instill values of world citizenship and participation in its student body? What curricula should be developed at undergraduate and graduate levels? What types and levels of professionals should be hired? What administrative changes will have to be made to accommodate the broader alternatives provided through international education?

Both the purpose and the need of this study are to assist the black institution in an objective judgment of its own performance in terms of the stated problem. If it begins now and continues to examine the testimonies of its student body and to test the attitudes of its academic and administrative hierarchy, the black college can catch and effectively deal with errors before negative attitudes harden into incorrigible habits. Otherwise, black students of the future who show authentic gifts may still emerge from such an institution, but they will not have been produced by it; they will merely have survived it (Coombs, p. 5). This study and others which will hopefully follow, are needed for institution-building; to place new stresses within the professional school upon producing an educable person—more than the educated one—who can learn and adapt himself efficiently throughout his lifetime to a ceaselessly changing environment.

This investigator understands that the black college is an agent of the American educational system, and as such, cannot realistically be expected to do what society and the government are not prepared to implement and support. Observers have stated that it appears that changes are wrought within the black college more by external intervention than by internal initiative. Any system or institution shows malaise when the internal forces seem too weak to initiate changes of their own accord and when the external forces seem to be dragging the institution "kicking and screaming into the 20th Century." (Coombs, p. 99). Black college administration, for

example, must know and be concerned for the attitudes of its faculty toward administrative policies and practices, the degree to which faculty is polarized over internal issues and the relationship that these positive or negative attitudes toward administration may have toward fulfilling or aborting innovative programs, such as the international dimension. It needs to know how closely attuned are the hopes and attitudes of faculty and student body, the degree to which student aspirations for international are linked to experience among faculty, the potential degree of student and faculty participation in international fields, and faculty potential for curricular designs and project administration with reference to new international projects.

A recent study of the attitudes and aspirations of black students in the international field reveals that a trend exists for greater participation in international fields and for geographic areas other than Africa. This particular study does not concern institutional participation of the black college; it focuses mainly upon attitudes of black students toward Peace Corps involvement.¹⁰ It is agreed by international educationists that if a university is to be successful in the preparation of its students for world roles, it must begin with the needs, attitudes and aspirations of its student body.

¹⁰ "A Study of Attitudes Toward Peace Corps Among Black Americans," Unpublished Document prepared for Peace Corps/Washington, by Pinkett, Brown, Black Associates. New York: August 1971.

The focus of this study is upon the attitudes of students of the black institution and the research is intended to identify trends which are indicators of needs for action which will support and reinforce this effort in institution building.

While this study is needed by the black institution to examine its internal capacity for change, it is needed, equally, to educate the benefactors of the black college—both federal and private—to the particular needs of the black student and of the institution, and to the role of the benefactor in assisting the development of the black professional school.

CHAPTER II

REVIEW OF LITERATURE

This investigation utilizes as its conceptual frame of reference the philosophy of "world educational crisis" advanced by the noted analyst, Philip Coombs, and supported by significant interdisciplinary research in the field of International Education. This study is broadly concerned with the participation of professional schools in efforts toward solving the crisis, with particular reference to the black institutions of higher learning in America, and focusing upon the assessment of attitudes of its clientele toward increased interaction with the outer world as a predictor of future involvement.

The review of literature covers available research and conceptual literature in these four areas and is divided into sections as follows: 1) the concept of world educational crisis, 2) the efficacy of the American professional school for meeting the crisis, 3) the black college as a contributor to the intellectual common market, and 4) student attitudes and aspirations toward the international field.

The World Educational Crisis

The world is moving with acceleration toward a transnational culture (Clarke, 1970) or a global village (McLuhan, 1968), concepts which aptly describe the linkage of thought and behavior throughout the

world--a culture developed and sustained by a vast, technological network which recognizes no geographical limitations. Fewer and fewer societal problems are merely and distinctively domestic; they are rather domestic manifestations of an international problem complex (Muller, 1970). Student riots, for example, and campus disorders are as common to Addis Ababa, Tokyo and Singapore as to Chicago and San Francisco; minority protests and demands for equality are just as explosively voiced in Tel Aviv as in London, Belfast and Detroit. Political unrest, stimulated by large numbers of school leavers and the educated unemployed, is common to the developed and developing nations of the world.

This universal phenomenon has been described by Toffler (1970) as the human response to over stimulation: future shock. Several researchers in the behavioral sciences have concluded that the current stress to the human psyche has resulted from the convergence of three factors--transcience, novelty and diversity--all related to the technological revolution of the past two decades, whose impact upon world society has attained the proportions of a world-wide epidemic (Toffler, Bennis, Schein, Fuller, Muller).

Within the past decade, technology has created a politics of its own, not congruent with earlier politics of national or regional ideology, but one that is demanding a world-wide system of education for its fullest utilization. This is the politics of overpopulation, environmental pollution, exhaustion of natural resources, famine, thirst, urban

and social paralysis, rural degradation and the suffocation of the quality of life on earth. Because the preservation and promotion of the quality of life is a world-wide concern, the demand for universal education by the masses has reached crisis proportions.

Using a systems analysis approach to the problem, Coombs defines the crisis as the historic conjunction of five forces of change which have swept all civilization in the current era:

- 1) The student flood produced by a population explosion simultaneous with an explosion of human expectations.
- 2) An acute scarcity of resources; i. e., the supply of teachers, buildings, textbooks, scholarships, fellowships which has lagged behind the increasing demand.
- 3) Rising costs; i. e., the upward trend of real costs per student, centered around the fact that education is yet a labor-intensive industry.
- 4) Unsuitability of output in terms of the needs of the economy or of education and the lack of substitutability of the output which increased the ranks of the educated unemployed.
- 5) Inertia and inefficiency of the educational systems of both developed and developing nations to adapt their internal affairs to the needs of rapid change.

Coombs examines six crucial areas common to educational systems around the world: educational information, management and structure, teachers and students, curricula and teaching methods, resources, and international cooperation. He concludes that the disparity between the hopes of individuals and needs of the society on one hand, and the

capabilities of the educational system on the other, have produced a crisis of inestimable proportions. Coombs suggests as a strategy for confronting the problem a continued stress on innovation in education and a new kind of international partnership among developed and developing nations of the world which is based not on technical aid but on human cooperation (Coombs, p. 173).

Research in the areas of economic and development planning, education development and manpower planning provide supportive evidence of the existence of the crisis. Based on analyses of needs of the developing world, they forecast an increasing disparity between the developing nations--faced with the constraints of grossly inadequate resources--and the industrialized nations who are becoming increasingly preoccupied with their own internal needs (Lewis, Harbison, Davis, Bowles).

The American people and their leaders, for example, are preoccupied with sets of domestic problems which were substantially neglected when the international cold war had top priority. Many citizens now realize that the billions spent on aid to developing nations did not work miracles. Although much was accomplished, these dollars did not purchase lasting stability, instant modernization, enduring friendship or certain peace. American aid to education, unfortunately, was fundamentally nurtured by an intricate complex of considerations, most of which revolved around national defense policy in the era of bipolar confrontation. That threat seems less imposing in this decade.

Assuredly, the level and concentration of American aid to developing nations during the period following World War II served to precipitate the world crisis in education. Researchers in the field of International Education project that technical cooperation is an absolute necessity to the developing nations of the world, and that if assistance is withdrawn in crucial areas to significant degrees, the crisis--which is indeed quantitative and qualitative in nature--will soon reach panic proportions (Coombs, Muller, Davis).

Modernization through its component of advanced technology has increased the aspirations of the labor force above and beyond the availability of positions at desired levels and preferred types of occupations. Studies by Foster regarding student occupational aspirations and expectations in Ghana and the Ivory Coast, and official research in the Philippines of student attitudes toward manual labor, tend to confirm the more impressionistic reports of unrealistic expectations most pronounced among the developing nations, but existing among the developed as well (Foster, 1969; Benveniste, 1964).

Long-range planning through research is a considered means for enabling nations to gradually develop programs of universal literacy. Manpower planning approaches to the problem would essentially place thousands of potential learners in "cold storage" with gradual phasing into education and the labor market as the economy develops sufficient means for expansion. The risk involved in this type of educational planning

for any nation, whether American or African, lies in losing the loyalty of its citizens and provoking a civil war. A more democratic and humane solution appears to reside in international cooperation which is not tied to national or international intrigue (Taylor, Kerr, Bereday, Lunstrum).

It is generally agreed by researchers in International Education that the developing nations must themselves plan sufficiently and far enough in the future to become self-sustaining, limiting with time the levels and degrees of external assistance. It is further agreed that areas of mutual sharing should be knowledge, ideas, human resources, technical resources, physical facilities, equipment and supplies. They urge the increased participation of total educational institutions rather than transient teachers and scholars alone, in the problem-solving processes of world education. The broadening of alternatives in the professional schools would uniquely prepare human resources for educational services throughout the world (Taylor, Coombs, Bennis).

Since International Education over the past two decades was linked to foreign policy and national defense, the field can be considered a cold-war phenomenon which presented an opportunity to America to share its educational resources with the less developed world. Now that the element of fear has declined, so has federal support to international education. A great new challenge to the American community of scholars is to assume the leadership role in developing a world system of education, and of enlisting the potential of education to preserve

the quality of life against the excesses and consequences of technology (Muller, 1970). Because federal support is rapidly diminishing, the challenge to education demands that the burden be placed upon participating American and overseas institutions of higher learning to develop new, effective patterns of assistance and cooperation, allowing governments to pull back to sponsorship, middleman roles at which they should continue to function. During recent years, the emphasis of international education has been upon examining and developing the American professional schools for a more responsible role in world education.

The American Professional School

The term "profession" is defined by Education and World Affairs as those academic areas of agriculture, engineering, law, education, business administration, medicine and public health, journalism, architecture, planning, social work, theology, home economics and similar areas. The term "school" is defined as the administrative unit offering professional degrees, whether it be college, school, department, division, institute or other designation (EWA, 1968). Stated objectives for participation of universities in international affairs are:

- 1) To enable U.S. citizens to understand, evaluate and take positions on international issues as private citizens and as public servants.

- 2) To prepare future employees for U.S. firms, organizations and government agencies, and employees for international entities.
- 3) To provide foreign nationals who come to our universities as students or visitors with the knowledge they seek in behalf of themselves and their nations.
- 4) To provide to those foreign nations seeking our assistance, technical and human resources for the development of their own peoples, resources, institutions and nations.

Federal and private agencies in recent years have sponsored research into the efficacy of professional schools in terms of 1) current and potential involvement, 2) weaknesses inherent in programs, curricula and administrative structure, and 3) projections for enhancing the position and usefulness of these schools in world affairs. The results of this research are most pertinent to this particular study, in terms of general weaknesses identified for further study:

- 1) Scarcity of professionals being trained and allocated to certain professions in greatest demand by the educational crisis.
- 2) Inbreeding and insulation in professional fields negating outside knowledge which is essential to work in cross and multicultural fields.
- 3) Assumptions that knowledge, skills and techniques within a profession are universally valid and applicable when such fails to exist in the diverse nature of cultures and resources.
- 4) Monolithic approaches to professional training of students to become practitioners of the art without emphasizing responsibilities for citizenship in both national and world affairs.
- 5) Homogeneity concept of technology which is both artificial and self-defeating.

- 6) Lack of planned feedback of professionals with international experience into campus programs for appraisal, for evaluation and redesigning of existing programs in the light of experience.
- 7) Lack of diversity and flexibility in professional programs for adjusting their potentials to a diverse matrix of cultures; e. g., the differing needs and value systems of foreign students on campus.
- 8) Lack of idealism, as followers and apologists for the nation's political and industrial leadership, which is reinforced through research contracts, grants and consultantships with government and industry.

Other studies indicate that inflexible and nonadaptive educational policy and management principles lie at the heart of the matter, and that unless management is reconstructed deliberately in directions that will favor reform and accepts innovation as a major task, it inevitably becomes obstructive to change (Likert, Bennis, Schein, Slater, Etzioni).

Specific strategies recommended to professional schools by this research are:

- 1) Improvement of undergraduate and graduate professional programs to meet the expressed needs of the student body with professional programs specially designed for those wishing to become specialists in international fields.
- 2) Creation of international professorships within each professional school of the university who are expected to devote their professional careers to the international application of their fields.
- 3) Programming feedback of staff serving abroad into evaluation, change and further development of university programs.

- 4) Upgrading professional knowledge with refresher courses, institutes and seminars, on the premise that obsolete professors cannot take refuge nor make extraordinary contributions to the less developed nations.

EWA (1967) suggests that university commitment to international education can be determined in several ways:

- 1) The concern of the top administration as revealed in trips abroad, speeches given, guests invited to the university, etc.
- 2) A readiness to seek funds in support of international programs.
- 3) The appointment of a Dean or Director of International Programs or establishment of a Center for International Studies.

Even this level of commitment to international education is a costly venture for most universities. When the fact is considered that federal and private support to international education is rapidly diminishing in dollar volume, it appears too late and somewhat ludicrous to propose at this time the entry of the black college into the international field. The key to the existing educational problems of the black college in America has been identified as money--money in sufficient amounts for disposal by the colleges themselves (McGrath, 1965). The black college cannot assume, however, that governmental commitment to include the black minority in international affairs is indeed genuine. This sincerity must be tested and the burden of proof left with the federal government and its several agencies.

A hope, shared by black and white colleges, is that financial support will be forthcoming for the struggle against the epidemic consequences of the technological revolution which in so many ways threaten the quality of life on a global scale, while at the same time preserving it. The resources of American society hopefully will be devoted to the preservation of human life with the same degree of intensity once marshaled behind national security policy (Muller, 1970). The creation of a humane world society is equally the responsibility and opportunity of the American black college and of black scholars in general.

The Black College as Contributor to World Market

The most frequently employed term used to characterize higher education among black folk in America is "predominantly Negro colleges and universities" which is interpreted to mean those institutions of higher education where black students comprise 80 per cent or more of the total enrollment (Clark, 1965). On the other hand, philosophically, black colleges are those institutions in existence which were established by legislative mandate of separation for the education of black students. The use of the term "black college" by this researcher is based on the latter definition.

The researcher understands that black colleges are not all alike, and that they are not all interested in internationalizing their campuses; but, it would not be expedient for this study to discuss separately the different kinds of colleges and their individual degrees of

interest in the problem. The futures of black colleges are linked together insofar as all are linked to the ups and downs of the civil rights movement and to the vagaries of white racism (Riesman, 1967). Based on this premise, the 111 black colleges currently in existence are referred to in this study as one collective entity.

On purely objective grounds, so many scholars have insisted that much of the current dilemma of black people is a legacy of their past, that it has become almost mandatory to begin an explanation of any problem with what may be called the "legacy of slavery" argument (Moynihan, 1967; Kardiner, 1951; Patterson, 1971). In this sense, research would logically deal with the aspects of development and attitudes common to a formerly colonized people, which would be the concern of international development education as well as urban education. Only recently, however, has international research attempted to draw parallels between the needs, attitudes and aspirations of developing nations with those of the black minority of America (De'Ath, 1969).

The bulk of research on the black college within the past ten years has dealt mainly with its dissolution or its continued existence. Some researchers have contended that the black college is an anachronistic creation and remnant of a dying social order, and therefore its student body and faculty should integrate with whites or be totally disintegrated in the interests of equal education for blacks (Jencks and Riesman, 1967). Other studies support the continued existence of black colleges as the only institution

uniquely prepared to provide environmental and educational opportunities for the disadvantaged, and that this provision for the disadvantaged does not constitute second class education (McGrath, 1965; Hayes, 1967; Stenbridge, 1968).

Studies also reveal that black colleges almost exclusively provided educational services for "dark-skinned" foreign students prior to desegregation in higher education, and that a high percentage of political and educational leadership in the African nations, in particular, are graduates of black colleges in America. These researchers conclude that if the preparation of black leadership for the community, nation and world was ever uniquely the province of the black college, no greater need has ever existed for black colleges than now (Hayes, McGrath, Clarke).

One point of contention, however, is that although historically and contemporarily the black college has contributed to the education of foreign students, it has not generally dealt with international affairs to the extent of physical participation in developing nations; i. e., teaching, researching, administering developmental projects, etc. Area Studies, which are basic to international preparation, are not offered in most black universities, but rather ethnic studies: black studies (which may or may not include Africa and the Caribbean), Afro-American studies, etc. (LaHoud, 1971). Area Studies in black colleges very often are designed

for cultural identity without objective research and without experiential components of travel, internships abroad, etc. An inconsistency in the identity programs worthy of mention here is that a high percentage of Black Studies programs are comprised of languages and cultural studies of North Africa and East Africa, rather than the languages and cultures of West African nations from which Black Americans are purportedly descended (Patterson, 1971).

It is not surprising that Area Studies, even African Studies, have not been fully developed on the black college campuses. Programs and Centers on major university campuses which are devoted to the study of languages and cultures of the developing nations, were normally linked to institutional commitments to educational development somewhere overseas during the past decade. (Muller, 1970)

A study entitled "A Profile of Black Colleges" was conducted for Peace Corps by Joseph Kennedy, Special Assistant for Higher Education, in February 1971. Kennedy indicates that the profile shows certain features and patterns which have great saliency for Peace Corps contacts and efforts to attract the black minority to Peace Corps. He states further that reflecting the historical origins and purposes, most of the black colleges are agricultural, mechanical, technical and teacher-training colleges, offering majors and minors in areas which have been in short supply in Peace Corps. Expediency dictates that contact with black students be focused

on the concentrated forty per cent attendance in the black colleges rather than the scattered sixty per cent who are reportedly attending 3,000 white colleges and universities across the nation.

Kennedy also makes the point that although employment of minority staff in Washington and overseas posts ranks among the highest of any government agency, the numbers of volunteers and numbers of contractual relationships with black colleges "have been so meager as to not even show on a statistical chart." Kennedy suggests that the black college can provide entry to the black community for agencies like Peace Corps since the vast majority of black professionals in the United States have had some portion of their education in a black college.

Critics of the black college contend that they not only emulate the inadequacies of white institutions, but also stifle creativity in black students, discourage independent thinking in their faculties and refuse to understand student protest and the educational revolution. (Stembridge, 1968; Jencks and Riesman, 1967; McGrath, 1968) Although it could conceivably result in emulation, a high level of exchange with major institutions is a necessity to the black college if it wishes to embark in the international field in order to avoid duplication of serious errors. Institutional autonomy will doubtlessly resist certain types of cooperation, but the sheer pressure of costs is likely to impose a pattern of exchange and cooperation. Perhaps the most urgent need of the black college with regard to international

education, other than funds, that is, is the rapid acquisition of newly trained specialists who could provide a reservoir of teaching capacity for undergraduate education. (Taylor, 1970)

One significant shortcoming of university programs with the international dimension has been the concentration placed upon faculty involvement and the almost exclusive attention given to training of graduate area specialists. Although there has been some degree of spin-off for undergraduate education, little of it has been academic. (Coombs, Muller) What is greatly needed by the black college is the infusion of the requisite international aspect into the entire undergraduate curriculum which will, of course, depend upon the capabilities of those teaching in the regular discipline to build it into their courses.

It has been discovered that one reason why undergraduates do not take advantage of Area Studies taught by specialists is that the new courses are offered as supplements to their regular programs rather than as substitutes for required courses. (Coombs, Fuller) Administrative flexibility is a necessity to meet the needs of students who wish to prepare for international fields, but who need strong, liberal arts preparation in their undergraduate study. If universities are content to give the student a traditional classical education, they will only prepare him for the ranks of the unemployed. (Coombs)

The Student, His Needs and Current Activities in International Education

Although research literature indicates that the processes of internationalizing the American professional school should begin with the needs of the student, little information is available with regard to the student's articulation of or scientific determination of those needs. It is disappointing that although American institutions have played host to foreign students for decades, no systematic study has been made of the contribution foreign students make toward international understanding on the part of U. S. students (Sanders, 1968).

Probably no single area of international education stands more in need of a national inquiry than study abroad. If students receive full academic credit for overseas study, a quality program should be designed aiming for the same academic standards demanded on the home campus. Nine-tenths of all U. S. undergraduates who go overseas are not actually enrolled in the foreign university they attend; they are receiving credit from the college at home. They tend to cluster at name universities, and more than fifty per cent stick to Western Europe. The result: a serious overcrowding and all-American enclaves which are less politely known as "golden Ghettos" or "expatriate campuses." Efforts should be made to assure that the time spent abroad is something more than a singular and separate experience in the educational career (Sanders, 1969).

Significant research regarding attitudes of black students toward Peace Corps involvement was conducted during March 1968. At the request of Peace Corps, a Louis Harris poll was conducted on thirty-five predominantly black college campuses. The results published in the Peace Corps organ, The Volunteer, July-August 1968, indicated that to most black college seniors in the Class of '68, the Peace Corps represented a two-year interlude which they could not afford. Of the relatively few who did plan to join the Peace Corps, more than half did so thinking that the experience would be helpful to their future careers. On the black campuses, according to the Harris sample, the Peace Corps has made little impact due to two major conditions: one is career pressure, and the other is being black in a white dominated society. Almost seven out of ten black seniors in the sample felt that there was too much to be done at home and people should be working against those problems rather than going abroad with Peace Corps. Almost ninety per cent, however, gave Peace Corps a high rating. It should be noted that this study was conducted prior to the assassinations of Dr. Martin Luther King, Jr. and Senator Robert F. Kennedy, and preceded widespread demonstrations and violence which occurred on a number of black campuses. A difference in attitudes, positive or negative, can be expected if a similar poll should be conducted at this point in time.

Otherwise, little research was found on attitudes and aspirations of

students in the international field. One pertinent study conducted at the senior high school level has some implication for this investigation. The research involved a sample of thirty-six students, not racially identified, from a relatively elite school in Detroit. Its purpose was to determine whether a significant relationship exists between a student's knowledge of the world and the attitudes he expresses in the area of foreign policy, and whether or not these are significantly related to his personality or to his beliefs about democracy. The conclusions of the study were inconsequential; the attitudes expressed were a mixture of idealism, nationalism, and suspicion, and tended to confirm a basic attitude of apathy toward the outer world. No generalizable conclusions were drawn from the study (Zakrzewski, 1970).

Another study with a degree of significance to this particular investigation was conducted among black senior high school students from low-income backgrounds of Boston, its purpose to explore the attitudes of black youth toward the international world through an analysis of actual travels and travel fantasies expressed by these students. No patterns were evident in the wide range of responses in terms of actual or desired travel. Fantasies regarding undesirable places of travel indicated two different attitudinal styles with regard to travel itself: place-oriented and personalistic. The sample was too small and the aspect of travel experience too superficial for broad generalizations (Lodd, 1970).

Several attitudinal studies and research into the aspirations of disadvantaged rural and urban youth have failed to link high aspirations among youth to later professional success (Kuvlesky and Ohlendorf, 1965; Kuvlesky and Bealer, 1967).

Research has not identified selection criteria for students wishing to prepare for or to participate in international programs, but the criteria for professional preparation is generally agreed upon:

- 1) Communication skills in both English and the language of the area served.
- 2) Mastery of general and specialized content.
- 3) Professional competence.
- 4) Knowledge of the processes of social change.
- 5) Understanding of the U.S., and of American foreign policy.

A few characteristics of students who are successfully performing services in international fields have been compiled as follows: ability to use one's knowledge in new and creative ways; tolerance of ambiguity, environmental mobility--defined by Education and World Affairs as a "capacity to let the mind run up and down the scale of human understanding without stumbling over one's prejudices."

In summary, the review of literature supports the fact that a world crisis in education does exist and accentuates the need for research into ways of ameliorating its severity. The billions of American aid to developing nations in the past two decades succeeded in raising the standards of living in many nations, but also precipitated

the educational crisis. The introduction of advanced technology to agrarian societies escalated the educational problems of those nations, and the reality of diminishing external aid to these societies is now an added dimension to a world-wide problem.

Research in the past decade has included a new focus on institution building: the process of increasing the efficacy of the professional school to prepare "professors for export." The internal problems of these universities have also been exacerbated by the gradual limitation of governmental support. This places both the American professional schools and the developing economies in dire financial straits, for they cannot maintain vital innovations without continued external support. Research indicates that American aid was based on political exigencies. Education must assume leadership in offering assistance which is not dictated by foreign policy.

These sets of difficulties tend to frustrate the entry of the black college to the international field at this time. The black college has the enviable position, however, of being able to test the commitment of the federal government to utilize the talents of the black minority to solve international problems--this enviable position includes the right to expect results. However, it also has an obligation to its own integrity, to properly assess its particular capabilities for meeting its stated objectives as well as the specifications of funding agencies. If a university is to be

successful in the preparation of its students for world roles, it must begin with the needs, attitudes and aspirations of its student body. The focus of this study is upon the students of the black institution and is intended to produce results which can be utilized for further research which will support and reinforce this effort in institution building.

CHAPTER III

METHODS AND PROCEDURES

This chapter includes information on the methods and procedures followed by the investigator in conducting the study. The chapter is subdivided into five categories for presentation of information: 1) the description of the sample used for the study; 2) the description of the instruments used for data-gathering; 3) the research design, including the manner of data collection; 4) the process of data analysis, and 5) the assumptions and limitations of the study. Definitions of terms have been provided as each term was introduced in the preceding chapters.

Description of Universe and Sample

The purpose of this study is to isolate significant factors of noninvolvement of the black institution of higher learning, and of individual black scholars in the international affairs of the United States. Institutionalized racism is an operating assumption of the study, and the legacy of slavery has been inferred throughout the presentation of materials. No attempt has been made, however, to identify these concepts as causative factors of noninvolvement. The purpose of this study is to pinpoint attitudinal variables indigenous to the black institution which may be significant contributors to nonparticipation of Black Americans in America's foreign affairs.

The Universe

According to figures recently published by the United States Office of Education's Office for Civil Rights and the Race Relations Information Center in Nashville, 1971, 379,000 or 6.5 per cent of the 5,730,000 students enrolled in U.S. colleges and universities are black, and that over 35 per cent are enrolled in black colleges. A random sample of the total black student population throughout the United States would produce results with greatest generalizability. Since the focus of this study is upon the black institution as well as upon black scholars in general, the decision was made to select one black college which meets specified criteria and to conduct a sample among its faculty, administrators and student body for purposes of this investigation.

According to the USOE report, 111 black colleges are currently in operation in the United States. According to McGrath(1965), 123 institutions were functioning at that time, which suggests a ten per cent mortality rate among black colleges within five to six years. The primary concern of this researcher was to select one institution which could benefit most, perhaps, from this type of study and its concern for institution building.

The black colleges vary in size, age, programs, accreditation, accountability, etc. Although the raison d'etre of the black college was decreed by legislative mandate of separation to be the education of Negroes, most have been open to white students and foreign students from their inception. Several of the colleges have graduate programs, two offering doctoral degrees. Five of the 111 have enrollments exceeding 4,500 students.

Selection of the Institution

The following selection criteria were established in order to select the black institution most suited to this thesis, and in recognition of the many differences among institutions, to select one whose identifying characteristics were not totally atypical of the majority of black colleges.

These criteria are stated in order of importance to the study:

- 1) The college should have an enrollment exceeding 4,500 students at both graduate and undergraduate levels.
- 2) The college should exhibit signs of institutional vitality ; e. g. , increasing student enrollment, accreditation status of its professional schools, etc. , the number and dollar size of federal grants, the number of Ph. D. 's in faculty and administration, etc.
- 3) The college should have students from both urban and rural settings, a high percentage of economically disadvantaged students, and an increasing number of foreign students.
- 4) The college should be one competing for survival with a major white institution in the same geographical area, in terms of students, financial support and legislative consideration.

The first criterion limited the selection to five institutions. Of these five, presented in Table 3, (p. 41), Texas Southern University in Houston, Texas, was selected for the study. The primary reason for this decision was that Texas Southern satisfactorily met all criteria. A secondary consideration was that on the initial visit to the campus site in August, 1970, the investigator was recruited by the President to join his professional staff during the Spring semester, 1971, to establish a new area of study: International Education. This position afforded the researcher a base of

TABLE 3

Statistical Data on Five Selected Black Colleges Whose Enrollment Exceeds 4500
1970-1971

College	Student Enrollment 1970-71*	1966-67**	Percent of Increase	Number of Faculty	Date Founded	Degrees Offered
Southern University Baton Rouge, Louisiana	9,724	7,094	27.0	507	1880	Academic Professnl.
Howard University Washington, D. C.	9,209	8,500	7.7	1307	1867	Academic Professnl.
Texas Southern University Houston, Texas	5,530	4,569	17.3	265	1947	Academic Professnl.
Jackson State University Jackson, Mississippi	4,665	2,344	49.8	256	1877	BS, BA, MS, BME
Florida A & M University Tallahassee, Florida	4,543	3,482	23.3	295	1887	BS, BA, M. Ed.

**Directory of Negro Colleges and Universities, Plans for Progress, Washington, D. C., March, 1967.

* College Facts Chart. The National Beta Club, Spartansburg, S. C., 1970.

operations within the institution, established professional status with colleagues and students, and facilitated the gathering of pertinent data which may have been otherwise unavailable. Most of the baseline data for this investigation was obtained in the process of introducing the concept of international education to the various schools of the university.

The Setting

Texas Southern University was established by an Act of the Fiftieth Legislature of the State of Texas (March, 1947, Senate Bill 140), which reads in part as follows:

. . . that there is hereby established a University of the first class to be styled "The Texas State University for Negroes" to be located in Houston, Harris County, Texas, for the instruction and training of the colored people of this State in all courses of higher learning, including but without limitation, arts and sciences, literature, law, medicine, pharmacy, dentistry, journalism, and other professional courses, all of which courses shall be equivalent to those offered at the University of Texas or any of its branches.

The name of the institution was officially changed to Texas Southern University in 1951. It is located on a sixty-one acre site in the City of Houston, in an area described as central city and in the heart of the black ghetto. Its student population currently exceeds 5,500; it offers graduate programs and degrees in most of its departments; over fifty percent of its enrollment is rural and the incidence of poverty is estimated at over ninety per cent. The University has almost tripled its enrollment since its opening in 1947, and has made capital improvements in its

physical plant now valued in excess of \$41,000,000. The total federal grants presently held by the University exceed three million dollars, representing over one-third of its annual budget.

Texas Southern is divided into the following six branches: College of Arts and Sciences, School of Business, School of Education, School of Law, School of Pharmacy and School of Technology. Its full-time faculty totals 260 instructional people. Its various academic operations have been accredited by the Texas Education Agency, the Texas Association of Colleges, the Southern Association of Colleges and Schools, the National Council for the Accreditation of Teacher Education, and the Association of Colleges for Teacher Education. The Department of Music is a member of the Texas Association of Music Schools; the School of Law is approved by the State Board of Law Examiners and by the American Bar Association, and is an affiliate of the American Association of Law Libraries; the School of Pharmacy is accredited by the American Council on Pharmaceutical Education; the School of Business is accredited by the American Association of Collegiate Schools of Business.

In the study of black colleges conducted by Jencks and Riesman (1967), Texas Southern was described--along with Howard University and Morgan State University--as institutions which "offer both relatively good academic credentials and a number of spirited students and colleagues, as well as attractive social communities." Riesman also observed that Texas Southern was for many years the only public institution in Houston;

but, when Houston whites began to demand a publicly subsidized commuter college, the Texas legislature met this demand by negotiating the take-over of the hitherto private and undistinguished University of Houston, not by expanding Texas Southern. With its increasing state support, the University of Houston has since distinguished itself, has quadrupled its enrollment to over 26,000—an estimated two per cent of which are black—and its campus covers more than 300 acres. Virtually no cooperative efforts exist between the two institutions, although they are located two city blocks from each other.

In spite of the types and levels of competition offered by the University of Houston, Texas Southern University has continued to grow, is attracting greater percentages of white students, graduate students, foreign students and out-of-state students to its campus each year. (See Table 4, page 50 and Table 5, page 51)

When Education and World Affairs criteria for assessing institutional commitment (page 30) are applied to Texas Southern University, the degree of readiness of the institution for international involvement can be ascertained. For example, the President, Dean of Faculty, and Dean of Sciences have made several trips recently to various nations of Europe, Asia, Africa and Latin America. The President, in particular, has made numerous speeches at home and abroad concerning the need for increased participation of Black Americans in America's foreign affairs

TABLE 4
 Percentage of Growth in Student Enrollment[#]
 Texas Southern University
 1966-1971

Student Enrollment	1965-66	1970-71	Percentage of Growth
Undergraduate students	4237	4719	10.2
Graduate students	332	811	59.0
International students	29	85	64.2
Non-black students	10*	85	85.5
Male	2136	2793	23.1
Female	2433	2737	11.1

[#]This data was obtained from an unpublished report of the Office of Admissions, Texas Southern University, September 1970-71.

*This is an approximate figure given by Office of Admissions in absence of separate racial compilation for 1966-67.

TABLE 5
 Geographical Origins of Student Enrollment[#]
 Texas Southern University

Geographical Origin	1966-71		
	1965-66	1970-71	Percentage of Growth
Texas and other central states	4249	4871	12.8
Southern states	170	259	34.3
Great Lakes, Mid-Atlantic, New England, D. C.	88	200	56.0
Pacific and mountain states	29	100	71.0
U. S. possessions	4	10	60.0
Foreign nations			
Africa	8	26	69.3
Asia	12	42	71.4
Latin America	7	14	50.0
Canada	1	1	00.0
Europe	1	2	50.0

[#]This data was obtained from an unpublished report of the Office of Admissions, Texas Southern University, September 1970-71.

and also the willingness and commitment of Texas Southern University toward the preparation of black students for international careers.

The University is currently hosting its second Peace Corps training program for Liberia and has placed graduate teacher interns in eight different African nations. An additional internship program, jointly funded by Teacher Corps and Peace Corps, is preparing math-science majors for Sierra Leone, West Africa. A Department of African Studies which has been in operation for over two years, has strengthened its offerings. Other programs in which the University is involved include travel tours to Europe through the Department of State and the Experiment for International Living. Various means are being sought to revitalize existing curricula and to provide experiential exposure to students interested in the international field.

The President has recently appointed a Director for International Studies and is taking the necessary administrative steps toward establishing a Center for International Development Studies whose function will be to coordinate the various international activities on campus in order to maximize the use of scarce resources available. The further readiness of this black college for international involvement may be determined by an appreciable degree of international experience currently existing among faculty, administration and students, by attitudes of willingness and excitement among these components for undertaking this new dimension and by an apparent linkage of knowledge, attitudes and aspirations for the

international field extant among and between these components. These factors are not presently known and are to be determined through this study.

Faculty Sample

Faculty and administrative subjects were selected from Texas Southern University through a random sample of total faculty throughout its six professional divisions. Arbitrarily set at 100, the subjects were obtained by applying a table of random numbers to the most recent faculty bulletin. Thirteen of the subjects selected were discovered to be on academic leave or no longer in the employ of the university, and were deleted from the sample. The remaining eighty-seven subjects represent 33.5 per cent of the total professional staff. The professional staff of Texas Southern is presented in Table 5, page 53.

TABLE 6
Professional Staff of Texas Southern University
1970-1971

Schools	Number of Administrators	Number of Faculty	Number of Ph. D's
Arts and Sciences*	30	111	61
Business	8	15	8
Education**	12	40	18
Law	3	14	0
Pharmacy	5	10	5
Technology	<u>5</u>	<u>16</u>	<u>3</u>
Totals	47	202	95
Percentages	23.7	86.3	35.8

* Includes university administration; Departments of Music, Home Economics, English, Biology, Chemistry, Mathematics, Sociology, History, Health, and Physical Education.

**Includes Elementary Education, Secondary Education, Psychology and Guidance, Educational Administration and Special Education.

Student Sample

Although random sampling of the total graduate and undergraduate student population at Texas Southern would produce results with greatest generalizability, it was felt by the researcher that the wastage rate and the probability of duplication were too high for consideration. The time involved in locating students, distributing and retrieving instruments was also a deciding factor. The decision was made by the researcher to select the student sample from the graduate population only, based on the following information gained through faculty interviews and the field test of the initial instrument: 1) higher tolerance level for questionnaires among graduate students; 2) higher probability of non-black subjects in the sample; 3) higher levels of experience and exposure to innovation at the graduate level; and 4) greater emotional and intellectual maturity among graduate students.

The Graduate School of Texas Southern estimates that over seventy-five per cent of its graduate population received their baccalaureate degrees from Texas Southern University. Data obtained from the graduate population, therefore, should be highly indicative of the undergraduate student body.

It was noted by the Office of Admissions and Records of Texas Southern that the number of graduate students has doubled within the past year, due primarily to the numbers of federal programs implemented almost exclusively at the graduate level. A participant observer also

noted that recent school desegregation has necessitated the retraining of teachers, the development of new skills and compensation for deficiencies in undergraduate preparation. Although the latter is not a popular notion, it can be assumed that the attitudes and aspirations of the graduate students would not significantly differ from that of the undergraduates at Texas Southern. The need for new skills in working with black children in the desegregated schools can account partially for the increased white enrollment at the graduate level.

The practical aspect of the study also influenced the decision to study the graduate population in an attempt to identify scholars who could be prepared immediately for international service or for specialization in International Education at the doctoral level at other institutions. The distribution of graduate students at Texas Southern is presented in Table 7 , p. 57).

The student sample was further narrowed to graduate students in the School of Education alone, partially due to the stated time constraints in disseminating and retrieving questionnaires throughout the University, to the lack of control regarding knowledge items on the student instrument, to the receptivity shown by faculty of Education to having their students tested, and also for the following reasons:

- 1) the greatest percentage of graduate students are in education; 2) all education majors have been exposed to the general offerings of the other divisions; 3) education provides broader experiences for their students than do other schools; 4) education has the greatest number of innovative

TABLE 7
Distribution of Graduate Student Population
Texas Southern University

1970-71

Schools	Graduate Student No.	Student Percentage
Arts and Sciences	131	17.5
Business	70	9.2
Education	514	67.9
Law **	0	0.0
Pharmacy	0	0.0
Technology	0	0.0
Unassigned	<u>41</u>	<u>5.4</u>
Totals	756	100.0

**Students within the School of Law are not numbered here, although they hold at least one prerequisite degree. The School of Law offers a Juris Doctor which is not a graduate degree in Law, and therefore students are not classified as graduate students among the professional schools. (Technically, however, they are graduate students in the sense that they hold the baccalaureate and are studying toward a higher degree.)

projects and programs, which are at the graduate level;¹¹ and 5) education is more consistently geared to social change than the other schools. The final decision was to randomly select four classes of students in education at the graduate level from a total of fifteen graduate classes being offered simultaneously. These four classes yielded 135 respondents, representing roughly twenty per cent of the total graduate population and twenty-six per cent of the graduate students in education.

Instruments and Their Characteristics

Two instruments were constructed for data-gathering, both designed to collect background and research data: 1) a faculty questionnaire which is the actual interview, and 2) a student questionnaire.

Faculty Interview

The faculty questionnaire contains ten open-ended questions designed to produce two levels of data; i. e., 1) faculty and administrative attitudes and aspirations for involvement in international affairs, and 2) receptivity of faculty and administration to the creation and support of a Center for International Studies on Texas Southern's campus. Questions nine and ten on the instrument were specifically constructed to yield Center information and the responses have not been utilized for this study.

¹¹ Such programs reside in the School of Education, but draw upon the resources of the total university; e. g., Peace Corps Internship, Teacher Corps, Joint Teacher Corps/Peace Corps Internship, Trainers of Teacher Trainers (Triple T), Basic Studies Program, Administrative Leadership, Career Opportunity Program, etc.

Data desired for the problem being studied were attitudes expressed by subjects toward 1) participation of blacks in the international affairs of the United States, 2) administrative policies of the university regarding freedom to participate, 3) personal aspirations for international travel, study or employment, and 4) preparation of their gifted students for nontraditional training and career development in international fields. (See Appendix B for faculty questionnaire.)

An attempt was made to present questions which would evoke feeling responses and which would prohibit surface responses by providing ideal conditions within the questions to elicit deep thought. A fantasy question (See number thirteen) was used in anticipation of avoidance techniques for grappling with the intellectual and personal challenge presented.

Background data regarding status of the subject, department, race and international experience were obtained during interview and recorded on the face of the instrument. It was not originally the intent of the researcher to gather this type of information, assuming that it was readily available in university files. The instrument was not constructed, therefore, to include the background data.

Student Questionnaire

The initial instrument utilized the Likert attitudinal scale and was pretested on undergraduate students at Texas Southern in October, 1970. This particular instrument was psychologically rejected by the subjects, evidenced by failure to respond to several items, consistent

responses at the highest point of the scale, failure to note the reverse order of the scale for some items although instructions were provided, failure to complete the instrument within one hour, etc. Feedback from the subjects tested indicated a desire to express their own opinions in their own way. They expressed resentment to scaled questionnaires which they felt prompted response set and required little thought on the part of the student. This, they interpreted, as a disinterest in the individual thinking of students.

The final instrument contains five open-ended questions, the other eleven calling for more objective data. As in the faculty instrument, fantasy questions are utilized to produce emotional responses at the conscious depth level (See Appendix C). As in the faculty sample, avoidance techniques were anticipated and an attempt was made to prohibit surface responses by providing ideal conditions within the questions (See Question thirteen). The possibility for prompting deeper response to challenging questions did not exist, however, in student testing as it did in the faculty interview.

Data desired of student subjects included their attitudes toward travel, their perceptions of the American government regarding involvement of the black minority in American foreign affairs, their aspirations for international travel or careers, and their awareness of international agencies which made these pursuits possible.

Two important variables were unintentionally omitted from the student questionnaire: race and undergraduate alma mater. Subjects willingly recorded race on the face of the instrument as the questionnaire was administered. Data on undergraduate institutions were not obtained. Inferences can be made regarding the estimation that seventy-five per cent of the graduate population were undergraduates of Texas Southern. To have obtained this information from the questionnaire, however, would have produced valid data for inferences about the undergraduate population.

Design of Study and Data Collection Plan

The investigator established residence on the campus during the latter part of February, 1971. During the month of March, the instruments were completed and duplicated. Prior to data-gathering, a panel of participant observers was selected by the investigator from among interested faculty who advised the newcomer-investigator on how to approach faculty and administrative subjects for interview, how to establish trust and ease, how to ask questions to elicit uninhibited responses, etc. Only two of these persons were aware that dissertation research was being conducted simultaneously with project research. (See Appendix A for the members of the Panel of Participant Observers.)

Faculty Study

The structured interview technique was utilized for collection of faculty data, the protocol established in the form of a questionnaire (See Appendix B). During the final week in March, a week prior to

establishing interview schedules, an official memorandum from the Office of the Dean of Faculties was circulated to total faculty and administrative staff, introducing the researcher and requesting their cooperation in data-gathering. It was not disclosed to subjects that the interviews had the dual function of data-collection for dissertation research and for project implementation. (See Appendix A for the memorandum of introduction).

A few weeks prior to the interviewing schedule, the investigator was married to a prominent black professor at Texas Southern which provided an additional element of interest and curiosity among the subjects, while further reducing suspicion and reticence during interviews.

During the first week in April, 1971, the investigator telephoned each subject and arranged a date and time for interview at the convenience of the subjects in their offices. It can be assumed that the letter from the Dean, the hope of future involvement in international study or travel and the level of curiosity regarding the researcher all facilitated the data-gathering process and provoked serious thinking in responses given to instrument items. Because the element of random sampling was not understood by staff members, many requested that they be interviewed. Although the additional interviews extended the time allocated to faculty data collection, the researcher complied with requests. Only information obtained from the random sample is contained in the statistical study.

Interviewing began the second week of April. Responses to the ten items on the questionnaire were recorded by the investigator in the presence of the subject as each item was discussed. Each interview was conducted in the separate offices of the subjects with a minimum of thirty minutes allotted to each interview. Anonymity was not guaranteed to subjects. Although names were not recorded on the instruments, by nature of the small college, every subject could be easily identified. Two questions on the instrument concerned willingness of subjects to provide academic and administrative support to the Center for International Studies at Texas Southern. It was therefore desirable that at least the researcher be able to identify and to locate subjects.

The faculty interviews were also utilized by the researcher to obtain objective and subjective data on each school and department in the absence of data; e.g., class size, degree of innovation in the department, amount of cooperation among faculty, level of receptivity to testing among their students, etc. The interviewing period covered a full month of activity, averaging three to four interviews per day, from April 1 to April 30, 1971.

Student Study

The decision on which students to sample was delayed until faculty interviews were complete. During the first week in May, 1971, the student questionnaire was administered to the four selected classes of graduate students in education. Wastage and duplication were avoided by monitoring and collecting instruments immediately upon completion,

and by selecting classes which met simultaneously. The instruments were administered on separate days, given only once to each of the four groups, each requiring an average of thirty-five minutes for completion. Anonymity was guaranteed by the investigator to students who participated in the study. The specific classes tested are not documented and names were not recorded on the instruments.

The data-gathering process was not a continuous activity. The initial student instrument was constructed and field tested in October, 1970; the final instrument was administered during May, 1971. The total process of faculty and student sampling covered a nine-month span from October, 1970 to May, 1971.

Assumptions and Limitations

The generalizability of the results of this study is limited to Texas Southern University. The selection of the university to be studied was based on certain criteria which dictated a bias in selection. Although typical of the majority of black colleges in terms of mandate, clientele, funding, regional location and structure, Texas Southern University is atypical in the following ways:

- 1) It is an urban institution in a city of over one-million people, while seventy-five per cent of black colleges are rural or semi-urban.
- 2) It has an enrollment in excess of 4,500 students which is representative of less than five per cent of the total black colleges.

- 3) It is only twenty-five years old compared with an average age of eighty years for the majority of black colleges.
- 4) It has several graduate programs and offers several professional degrees which is representative of less than forty per cent of black colleges.

The faculty sample is representative of the total professional staff of Texas Southern University. The results cannot be generalized to the combined faculties of the 111 black institutions. A random sample among the total institutions would have produced results with greater generizability.

The student sample can be generalized to fifteen graduate classes in education at Texas Southern which met during the same hours on the same days of the week. Although the number of subjects tested represents twenty-six per cent of the total graduate students in education, the sample was based upon classes and not upon students.

The subjective nature of the responses to open-ended items on the two instruments is a limiting factor. The researcher assumes that the trust factor was high during data collection, and that depth questions were accepted at depth levels. The limitation lies in the processes of content analysis which required interpretation and categorization of verbal responses by the researcher.

The reasons given for this particular study to faculty and student participants was that the new field of international education was being contemplated by university administration, and that the need existed

to determine the interest of students and faculty in establishing this new dimension on campus. The researcher assumes that the subjects accepted this rationale as valid, and that information was not distorted.

The researcher assumes that the instructions for completing the questionnaires, which were uniformly presented by the researcher, were understood equally well by all four groups and by individual subjects within the groups. A further assumption is that the time allowed for completion of the instrument at each administration was sufficient for each subject to fully respond to the items he desired to answer, and that no sense of haste was imposed by the researcher.

Plan for Data Analysis

The open-ended nature of items on both instruments required that resulting raw data be subjectively interpreted and categorized for data processing. Content of responses was analyzed at the manifest level, with no attempt to analyze the meanings or motivations for responses. Only the researcher was involved in designing the code book, coding the data and transferring the codes for data processing, assuming that uniformity of interpretation and categorization could thus be assured.

The initial plan for data analysis, before collecting the data, was to interpret and categorize responses on a Likert scale, and to factor analyze the resulting data. In a pilot attempt to do so, it was discovered that too much raw data was being sacrificed in the process.

The procedure utilized for data analysis was to obtain univariate distributions for each item separately by faculty and student questionnaires. Cross tabs were established according to stated hypotheses, and the chi square test of significance was used for cross relationships of proportions between faculty and student responses on related questions at the .05 level of significance.

Hypothesis 1

The difference between the positive and negative responses of faculty subjects toward college administration as a possible hindrance to international involvement will not be large enough to be found significant for the sample size used for this study.

Hypothesis 2

The difference which exists in faculty perceptions of causes of nonparticipation of black scholars and perceived hindrances to their own involvement will not be large enough to be found significant for the sample size used in this study.

Hypothesis 3

The difference between the attitudes expressed by students and those by faculty for increased participation of Black Americans in international affairs will not be large enough to be found significant for the sample sizes used in this study.

Hypothesis 4

A difference exists between the regional birthplace of the mother and the regional birthplace of the black student.

Hypothesis 5

The difference between the regional birthplace of the father and the birthplace of the black student subjects will not be large enough to be found significant for the sample sizes used in this study.

Hypothesis 6

The difference between distance traveled and race of subjects will not be large enough to be found significant for the sample sizes used in this study.

Hypothesis 7

The difference between travel choices of subjects and travel experiences of their peers will not be large enough to be found significant in the sample size used for this study.

Hypothesis 8

The difference between the attitudes of white and black subjects toward white participation in Peace Corps will not be large enough to be found significant for the sample sizes used in this study.

Hypothesis 9

The difference between the perceptions of faculty and the perceptions of students regarding the lack of black involvement in international affairs will not be large enough to be found significant for the sample sizes used in this study.

Hypothesis 10

The difference between the attitudes expressed by students and those by faculty for increased participation of Black Americans in international affairs will not be large enough to be found significant for the sample sizes used in this study.

Hypothesis 11

The difference between the choices of faculty and the choices of students in the samples regarding geographic areas selected for international service will not be large enough to be found significant for the sample sizes used in this study.

Hypothesis 12

The difference that exists between areas of international experience by faculty and the areas selected by students for international service is not large enough to be found significant for samples of the size used in this study.

CHAPTER IV

PRESENTATION AND TREATMENT OF FACULTY DATA

The problem under study is the noninvolvement of black institutions and of black scholars in America's foreign affairs. The dual focus of this study is upon two sets of data-producing samples: the faculty and the student body of a black college.

This chapter is divided into four sections: A) presentation of descriptive data of the faculty sample, B) presentation and analysis of research data as they apply to the problem under study, C) testing of hypotheses dealing specifically with the faculty sample, and D) summary of the data presented in this chapter.

Before the coding process was established, a pilot run was conducted on fifty questionnaires to obtain simple frequency distributions on each item. The categories for coding were thus not artificially determined by the researcher, but suggested by the subjects' responses. The simple frequencies were tabulated and regrouped into related summary categories for subsequent coding of the instruments. The Code Book established for purposes of data processing is self-explanatory of the coding procedure used. (see Appendix B)

An example of the categorization and coding procedure is presented in the following table:

TABLE 8

An Example: Coding Process for a Few Responses of Faculty to Area of the World They Would Wish to Serve

Responses	Simple Frequencies		Code	Summary Frequencies	
	Nation	No		Area	No.
1	East Africa	16	01	Africa	44
2	West Africa	25	02	Latin America	17
3	India	4	03	NANESA (North Africa, Near East, South Asia)	7
4	Latin America	8			
5	West Indies	9	04		
6	Philippines	3		EAP (Australia, Philippines)	<u>3</u>
7	Central Africa	1		Total	71
8	South Africa	2			
9	Morocco	<u>3</u>			
	Total	71			

Presentation of Descriptive Data

The following table presents the frequency distribution of the faculty sample by school and professional status. The eighty-seven subjects represent 32.1 per cent of the total professional staff of Texas Southern University. Two chief administrators of the university, the President and Dean of Faculty, are included in the administrative total for Arts and Sciences.

TABLE 9

Distribution of Random Sample of Faculty by Professional School,
and Status, Texas Southern University 1970-71

School	Admin.	Status Faculty	Total
Arts & Sciences	20	20	49
Business	5	3	8
Education	5	10	15
Industries	3	5	8
Law	1	2	3
Pharmacy	<u>1</u>	<u>3</u>	<u>4</u>
Total	35	52	87
Percentage of sample	40.2	59.8	100.0

According to data presented in Table 6, p. 54, the percentage of administrators to faculty at Texas Southern University is less than twenty-five per cent. A possible explanation for the abnormally high percentage of administrators among the sample could be that subjects who had joint responsibilities for administration and instruction classified themselves in the study as administrators, when in fact they are officially classified as instructional staff. This was true of two such persons, and is assumed to be true of others.

Table 10 represents the configuration of the faculty sample by school and ethnic origin.

TABLE 10

Distribution of Faculty Sample by School and Race
Texas Southern University 1970-71

School	Black	Anglo	African	Asian	Oriental
Arts and Sciences	38	4	3	2	2
Business	6	1	-	1	-
Education	12	3	-	-	-
Industries	8	-	-	-	-
Law	3	-	-	-	-
Pharmacy	<u>3</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1</u>
Total	70	8	3	3	3
Percentage of sample	80.5	9.3	3.4	3.4	3.4

The ethnic distribution of the sample is fairly representative of the total professional staff of Texas Southern University. Although figures were not maintained on a racial basis prior to 1971-72, the Office of Personnel estimated the percentage of black staff at about eighty per cent for the 1970-71 academic year.

Table 11 presents the international experience found among the faculty sample by school and professional status.

TABLE 11

Distribution of Faculty Sample with International Experience by School and Professional Status Texas Southern University 1970-71

School	Admin.	Faculty	Total %
Arts and Sciences	5	23	28
Business	1	0	1
Education	2	2	4
Industry	-	2	2
Law	-	-	-
Pharmacy	-	-	-
Total	8	27	35
Percentage of Sample	9.1	31.1	40.2

Over forty per cent of the sample has an unspecified degree of international experience. If the random is representative, at least 107 persons on the professional staff at Texas Southern have international exposure of some kind. A recommended follow-up would be to determine what levels and types of experience actually exist among this total population. It might be assumed due to the close proximity of Houston to the Mexican border that a high percentage of the experience might be in Mexico or Latin America. An appreciable percentage, however, is in Africa and India, suggesting a less vicarious experience by reason of distance and cost of travel.

It should be noted also that over ten per cent are foreign-born, accounting for twenty-six per cent of international experience in Africa, Asia and the Orient. It should again be noted that the President and the Dean of Faculties are included in the figure for administration under Arts and Sciences. (See Table 12)

TABLE 12
 Distribution of Faculty Sample with International Experience
 by School and Geographic Area Served
 Texas Southern University 1970-71

School	Europe	Africa	Asia	Latin America	Total
Arts and Sciences	6	11	8	3	28
Business	-	1	-	-	1
Education	-	3	1	-	4
Industry	1	-	1	-	2
Law	-	-	-	-	-
Pharmacy	-	-	-	-	-
Total	7	15	10	3	35
Percentage of Faculty with Inter- national Experience	20	42.9	28.6	8.5	100.0

In the absence of data on the total international experience among TSU faculty, no figures are available to which the sample can be compared. It should be noted that nine of the faculty subjects are foreign born, according to Table 10, p. 73, representing 25.7 per cent of the international experience in the sample. It should again be noted that the President and Dean of Faculties are included in the figure for administration with international experience.

B. Presentation and Analysis of Research Data

This section of Chapter IV is divided into four subsections reflecting the subproblems identified in Chapter III: 1) Faculty attitudes toward Black American participation in international affairs, 2) faculty aspirations in the international arena, 3) faculty perceptions of university administration in its role as facilitator, and 4) faculty attitudes toward preparation of gifted students for international careers. (See p. 59)

Faculty Attitudes Toward Black American Participation in International Affairs

Several common observations regarding the limited participation of Black Americans in U. S. foreign affairs were listed in the problem statement as assumptions to be substantiated or refuted by the data. One observation which is frequently voiced is that Black Americans are too deeply involved with domestic racial problems within the United States currently to wrestle simultaneously with problems of the world. (See page 5)

An interview protocol was constructed to determine the major factors of noninvolvement as perceived by the faculty of a black college. An express purpose of the structured interview was to determine the value perspectives of faculty members in terms of why blacks are barely visible internationally and whether indeed they should be.

Items One and Two of the Faculty Interview deal specifically with the questions of causation and with value orientations of faculty regarding involvement of the black college and black scholars in international affairs. Data are presented in Tables 13, 14 and 15.

TABLE 13

Causes of Nonparticipation of Black Americans in World Affairs

Frequency Distribution of Faculty Sample Responses

Texas Southern University 1970-71

Responses	No.	Percentage
Lack of Information	35	40.2
Lack of opportunities for black	11	12.6
Lack of interest in leaving home	10	11.5
Lack of finance	8	9.2
Lack of training for international field	8	9.2
Lack of encouragement by college admin.	1	1.2
Greater concern for local problems	11	12.6
Regional antipathy to outer world	<u>3</u>	<u>3.5</u>
Total	87	100.0

N = 87

If the responses are further conceptually collapsed, it appears that 52.8 per cent believe that major causation of nonparticipation is beyond their control, that both information and opportunity are not available to black scholars. On the other hand, over thirty-one per cent of causation can be ascribed to apathy and lack of security based on job, finance, lack of training, etc. A minor percentage feel that the nonparticipation is as much regional as racial.

A relatively small percentage, 12.6, when regrouped in this manner would establish local problems as a priority to international work among black scholars, which does not support the assumption that black people are too involved with domestic realities to be concerned with world problems. When the value question is presented regarding whether black scholars should become involved internationally (see Table 14), the same percentage answer in the negative, their reasons being largely the press of domestic problems. Four of the eleven dissenters question whether black people should represent the equality of America to people abroad, which does not in fact exist. (See Table 16)

The value of international involvement of Black Americans is apparent in the responses of faculty to why black participation should be increased. (See Table 15) The first priority appears to be the development of Black America through greater participation if categories are collapsed; the second value is to build America as a nation through black participation.

The final consideration is for Africa and nations outside Africa, representing less than fifteen per cent of responses. It might have been assumed that the faculty would indicate altruistic reasons for serving abroad, in the sense of developing the black nations, etc. The priority clearly established, however, is the development and education of Black Americans through travel and interaction with other peoples of the world.

TABLE 14
Should Black Americans be Involved Internationally?
Frequency Distribution of Faculty Responses
Texas Southern University
1970-1971

Responses	No.	Percentage
Yes	76	87.3
No	<u>11</u>	<u>12.7</u>
Totals	87	100.0

Affirmative responses to Item 2 are presented in Table 15.

TABLE 15
Why Black Americans Should Be Involved Internationally
Frequency Distribution of Faculty Responses
Texas Southern University
1970-1971

Responses	No.	Percentage
Travel experience necessary to broaden educational and social dimensions of Black Americans	31	40.8
Blacks can improve quality of current American foreign policy	10	13.1
Blacks can dispel myths about themselves which exist in developing nations	10	13.1
Black experience in America has commonality with developing world	8	10.6
Blacks need improved knowledge of African heritage and of contemporary life in Africa	6	7.9
Nations outside African continent need assistance of Black Americans	6	7.9
Pan-Africanism is destiny of all black folk	<u>5</u>	<u>6.6</u>
Totals	76	100.0

The negative responses to Item 2 are presented in the following table.

TABLE 16
Black Americans Should Not Be Internationally Involved
Frequency Distribution of Faculty Responses
Texas Southern University
1970-1971

Responses	No.	Percentage
Black scholars are needed at home	7	63.6
Blacks should not support American foreign policy	2	18.2
Blacks should not project image of equality in America which does not exist	<u>2</u>	<u>18.2</u>
TOTALS	11	100.0

When the value question is presented regarding whether black scholars should become involved internationally (see Table 14), the same percentage answer in the negative, their reasons being largely the press of domestic problems. Four of the eleven dissenters question whether black people should represent the equality of America to people abroad, which does not in fact exist. (See Table 16)

Personal Aspirations of Faculty for International Travel,
Study or Employment

Other common assumptions regarding nonparticipation of Black Americans are that black folk are unwilling to travel great distances from their places of birth or from their immediate families; i.e., parents and siblings and peers. An additional assumption frequently stated, also presented in the problem statement, is that Black Americans do not identify with other black peoples of the world, especially Africans, and would not choose to serve the continent of Africa.

Item three is designed to assess the attitudes and aspirations of the faculty sample for international travel and to determine the areas of the world with greatest priority for visitation among the faculty of a black college. This item is a fantasy question designed to elicit projections of what one could do or be were all conditions ideal. Four sets of responses are required by Item three. (See Tables 17 through 20)

TABLE 17

Aspirations of Faculty for International Service

Frequency Distribution of Faculty Responses

Response	No.	Percentage
Yes	75	86.2
No	<u>12</u>	<u>13.8</u>
Total	87	100.0

TABLE 18

Areas of World Chosen for International Service
Summary Frequency Distribution of Faculty Responses

Areas	No.	Percentage
Africa	46	62.2
LA	15	20.2
NANESA	7	9.5
EAP	<u>6</u>	<u>8.1</u>
Total	74	100.0

The categories established in Table 18 are identical to those used in the Peace Corps Volunteer Assignment (See Table 1, p. 10), which represents a collapsing of frequencies from single nations to geographic regions to broad geographic areas of the world. For purposes of clarity, Africa includes nations of the West, East, Central and Southern Africa regions; NANESA includes the nations of North Africa, Near East and Asia; EAP includes the islands of Micronesia and the Philippines; and LA includes the nations of Latin America and the West Indies. When the question is more specifically asked of faculty regarding personal involvement, the degree of willingness expressed is overwhelming. The area chosen for experience is 62.2 per cent Africa when the categories are collapsed into a Peace Corps configuration, suggesting an interest or

curiosity about Africa and a stated willingness to work among the African people. When the destinations are translated into mileage, over seventy-six per cent have elected to travel more than 4,000 miles from home. The assumption that black people are not willing to travel far from home is not substantiated by the data for this sample population.

TABLE 19
Areas of International Service Expressed in Mileage
Distribution of Faculty Responses

Areas in Miles	No.	Percentage
1501- 2500	7	9.4
2501- 3000	8	10.8
3001- 4000	2	2.7
4001- 6000	26	35.2
6001- 8000	16	21.7
8001-12000	<u>15</u>	<u>20.2</u>
Total	74	100.0

Subjects who responded positively to Item 3 selected also the type of participation they desired in international fields. These selections are presented in Table 20, p. 86.

TABLE 20
Aspirations in the International Field
Distribution of Faculty Responses
Texas Southern University
1970-1971

Responses	No.	Percentage
Teaching	34	46.0
Work, other than teaching	12	16.2
Research	10	13.5
Study	8	10.7
Travel	5	6.8
Other	<u>5</u>	<u>6.8</u>
Totals	74	100.0

Faculty Attitudes Toward Administrative Policies of the University
With Regard to International Participation

In the problem statement, a major assumption was presented regarding the role that the black college has played in the continued noninvolvement of black scholars in American foreign affairs; i.e., that information regarding international career opportunities is not made readily available to black institutions, and that information which is received by the college administration is not immediately (if at all) disseminated to all levels of the faculty, administration or student body for positive or negative response.

Items four, five and six attempt to assess the attitudes of faculty toward top administration with regard to the administrative role in making international research, travel and employment possible for faculty members. Faculty subjects were asked to express major hindrances and major benefits which they perceive in the atmosphere of the black college in an attempt to test their perceptions of administrative policies and behaviors. The distribution of responses are presented in Tables 21, 22 and 23.

TABLE 21

Perceived Hindrances to International Involvement

Distribution of Faculty Responses

Responses	No.	Percentage
Family responsibilities	27	36.5
Loyalty to Texas Southern University	16	21.6
Language and other academic deficiencies	12	16.2
Lack of finance	9	12.2
Immigration constraints	5	6.8
Afraid to fly	3	4.0
Age and health problems	<u>2</u>	<u>2.7</u>
Total	74	100.0

Item five was designed to assess what faculty subjects perceived

to be the greatest benefits to be gained by Black Americans through international service. The frequency distributions of faculty responses are presented in Table 22.

TABLE 22
Perceived Benefits in International Involvement

Distribution of Faculty Responses

Responses	No.	Percentage
Increased knowledge of other cultures	39	44.8
Increased and improved cultural exchange	17	19.6
Personal satisfaction of helping others	13	15.0
Improved human relations throughout world	7	8.0
Financial benefits	3	3.4
Education for children through travel	1	1.2
Other	<u>7</u>	<u>8.0</u>
Total	87	100.0

Item six was designed to obtain faculty perceptions of the college administration in terms of its facilitating role in the participation of faculty in international affairs. Table 23 represents the distribution of faculty responses. (See page 89)

TABLE 23
 Perceptions of University Administration with Regard to
 International Roles of Faculty
 Distribution of Faculty Responses

Responses	No.	Percentage
Administration generally supportive of faculty	25	30.5
Administration understaffed; untrained	14	17.0
Administration internationally oriented; therefore will be supportive	12	14.6
Administration inflexible with many vested interests	10	12.2
No leave system for faculty	8	9.8
Administration student-centered; slow to re- spond to faculty needs	8	9.8
Privileges of travel extended to few	<u>5</u>	<u>6.1</u>
Totals	82	100.0

Faculty Attitudes Toward Preparation of Gifted Students for
 International Careers

In the statement of the problem, a common assumption was presented regarding the nonparticipation of Black Americans in international affairs; i.e., that faculty and administrators of black colleges resist nontraditional training and career development and attempt to channel

their most promising students into safer, domestic fields.

Items seven and eight are constructed to assess the willingness of the black college faculty to prepare gifted students for nontraditional careers outside the domestic arena, and to determine the level of responsibility faculty members are willing to assume in the preparation of these students. (See Tables 24 and 25)

TABLE 24
Faculty Willingness to Prepare Gifted Students for Nontraditional,
International Careers
Distribution of Faculty Responses

Responses	No.	Percentage
Yes	81	95.4
No	<u>6</u>	<u>4.6</u>
Total	87	100.0

Although the total sample responded "yes" or "no" to willingness to prepare students, only thirty-two specified the levels of responsibility they are willing to assume. (See Table 25) An equal percentage of the sample agreed to lead teams abroad or to teach required courses preparatory to the international experience.

TABLE 25

Level of Assistance to International Preparation of Gifted Students
Distribution of Faculty Responses

Responses	No.	Percentage
Will teach required courses if possible	11	34.4
Will lead teams abroad for long- or short-term projects	8	25.0
Will lead teams abroad for short-term projects only	3	9.4
Will assist other faculty but accept no responsibility for academic preparation	5	15.6
Other	<u>5</u>	<u>15.6</u>
Total	32	100.0

Item eight was designed to assess the willingness of faculty to serve in administrative capacities to prepare students for overseas work. Two sets of responses are recorded in Tables 26 and 27. (See page 92). Responses indicate that faculty is less willing to assume administration of projects, almost eighteen per cent declining. (See Table 26) Of those who gave reasons for unwillingness to provide services in this category, thirty-three per cent were "too busy," as presented in Table 27.

TABLE 26

Willingness to Assume Administrative Responsibility

Distribution of Faculty Responses

Responses	No.	Percentage
Yes	69	81.2
No	15	17.6
Maybe	<u>1</u>	<u>1.2</u>
Total	85	100.0

TABLE 27

Bases for Unwillingness to Assume Administrative Responsibilities

Distribution of Faculty Responses

Responses	No.	Percentage
Too busy	5	33.3
Not qualified	4	26.7
Too difficult and time-consuming	4	26.7
Other	<u>2</u>	<u>13.3</u>
Totals	15	100.0

Testing of Hypotheses Specific to Faculty Sample

Three hypotheses regarding the faculty sample in relationship to the problem under study deal with faculty perceptions of general hindrances

to black involvement internationally and perceptions of college administration as a possible hindrance to their own involvement. The chi square test of significance has been applied to each of the three hypotheses, which are restated in this section and chi square tables provided for purposes of clarity and intent. The categories for frequencies are referred to by number only in the tables, and interpretation of the numbered categories are found in Table 23, p. 89.

Hypothesis 1: The difference between the positive and negative responses of faculty subjects toward college administration as a possible hindrance to international involvement will not be large enough to be found significant for the sample size used for this study.

TABLE 28

Chi Square Table for Cross Tab:

Positive and Negative Attitudes Toward Administration

Responses		Frequencies
Positive	f_o	37
	f_e	42.5
Negative	f_o	48
	f_e	42.5
N = 85		$X^2 = 1.175$
		df = 1
		$X_C^2 (.05) = 3.84$
		$X_C^2 (.01) = 6.64$

Since the X^2 value of 1.175 falls far short of the critical value of 3.84 at the .05 level, the observed frequency distribution lies within the realm of chance and the difference is too small to be significant. The hypothesis is accepted.

Hypothesis #2: The difference which exists in faculty perceptions of causes of nonparticipation of black scholars and perceived hindrances to their own involvement will not be large enough to be found significant for the sample size used in this study.

Categories and simple frequencies distributions can be found in Table 13, p.78 and Table 21, p.87.

TABLE 29

Chi Square Table for Cross Tab: Causes and Hindrances						
		Categories of Responses				
		2	5	1-6-8	3-4	9
Causes	f _o	12	9	8	43	2
	f _e	9.1925	7.8137	8.2733	42.7453	5.9752
Hindrances	f _o	8	8	10	50	11
	f _e	10.8075	9.1863	9.7267	50.2547	7.0248
N = 161	X ² = 6.783	df = 4		X ² _C (.05) = 9.49	X ² _C (.01) = 13.28	

The X^2 value of 6.783 falls short of the critical value of 9.49 at the .05 level, indicating that the observed frequency lies within the deviation expected on the basis of chance. The hypothesis of difference not large enough to be significant is accepted.

Hypothesis #3: The difference between perceptions of hindrances by faculty with and faculty without international experience will not be large enough to be found significant for the sample sizes used in this study.

TABLE 30

Chi Square Table for Cross Tab:

Hindrances and International Experience

		Response Categories						
		1	2	3	4	5,6	7	8
No Exper- ience	f_o	6	7	9	6	6	4	17
	f_e	5.500	6.875	8.250	8.250	5.500	3.487	17.188
Intntl Exper- ience	f_o	2	3	3	6	2	1	8
	f_e	2.500	3.125	3.750	3.750	2.500	1.563	7.812
N = 80 df = 6		$X^2 = 2.7804$ $X_C^2(.05) = 12.6$ $X_C^2(.01) = 16.8$						

The X^2 values fall far short of the critical value of 12.6 at the .05 level; the difference therefore is too small to be found significant for the sample sizes used. The hypothesis is therefore accepted.

Summary of Data Analysis

The faculty data-producing sample used for this study comprises 32.8 per cent of the total professional staff of Texas Southern University, and is found representative in terms of racial composition and faculty ratios. An abnormally high percentage of the sample lies in administration, and a possible explanation is the dual responsibility of some faculty members for administration; they may tend to classify themselves as administrators while administration classifies them as faculty for various reasons.

Over forty per cent of the sample, which was randomly selected, has an unspecified degree of international experience. Nearly forty-three per cent of that experience is on the African continent. Almost twenty-four per cent of the international experience lies among administrators. The largest percentage of overseas experience, when compared with the total divisional staff (see Table 6, p.54), lies within the School of Arts and Sciences. Over ten per cent of the faculty sample is foreign-born, accounting for twenty-six per cent of the international experience in the sample. A stated purpose was to determine the extent of international experience among the faculty of the black college, not specifically black faculty. International experience has not been presented by race. If the foreign-born participants are omitted, twenty-six, or thirty-one per cent of faculty have traveled abroad, including both black and white members of the sample.

Forty per cent of the faculty sample felt that "lack of information regarding international opportunities" is the primary reason for nonparticipation of Black Americans in the international field. Almost ninety per cent agreed that black participation should be encouraged, forty per cent giving "the need for travel experience to broaden social and educational dimensions" as the major reason for increased involvement. A trend toward the adoption of possibly new values is strongly indicated by these groups of responses; first, that black scholars are indeed interested in international work, and secondly, that the primary reason is the development of Black Americans.

A forestated assumption that domestic problems would preclude international participation by Black Americans is supported by only seven subjects, representing eight per cent of the sample.

Over eighty-six per cent of the subjects were willing to go abroad; over sixty-two per cent wanted to go to Africa; forty per cent wanted to teach while there. Nearly thirty-seven per cent of the total sample gave family responsibilities as the greatest perceived hindrance to international involvement; forty-four per cent specified "increased knowledge of other cultures" to be the major benefit of international involvement for faculty. The statement of willingness must be interpreted as a mere indication of interest. When the hindrances to participation are itemized, traditional barriers to travel are presented, which leads to the assumption that the eighty-six per cent "yes" responses are really "yes, but—" responses. If opportunities were presented, therefore—if the assumption is correct—only thirteen per cent who saw no hindrances would be likely to go abroad.

Over fifty-eight per cent of faculty responses were negative toward the university administration in terms of its role as international facilitator. Over ninety-five per cent of the sample declared willingness to prepare their gifted students for international careers and travel; thirty-five per cent restricted their assistance to teaching required courses. Nearly eighty per cent of the total sample expressed willingness to undertake administrative roles together with teaching responsibilities in the preparation

of their students. Thirty-four per cent of the subjects who declined administrative roles gave "too busy" as the major reason. The element of suspicion and animosity revealed toward administrators and toward the administrative role is not endemic to the black college. It can be expected to be found within any educational institution. A possible inconsistency exists, however, in the high percentage of the faculty sample who would serve as administrators if the opportunity were presented.

The following results were obtained through chi square analysis of three hypothesis:

It was anticipated that those members of faculty who previously had been granted leave or who had negotiated travel with college administration would have a more positive view of administration's facilitative role. As revealed by chi square analysis, no significant difference exists between the attitudes of experienced and nonexperienced faculty toward administration. Critical incidents among experienced faculty may reveal reasons for continued negativity.

It was anticipated that the causes of past nonparticipation perceived by the faculty sample would bear a relationship to hindrances perceived to their future involvement. Chi square reveals that a difference does exist but was found to be within the deviation expected on the basis of chance. It is assumed therefore that causation perceived may be a mere projection of what faculty perceives as barriers to their own involvement.

It was projected that a difference would exist between the attitudes of faculty toward administration and that if responses were collapsed into positive and negative poles, the differences would be significant. Chi square reveals that a difference does exist but is too small to be significant for the sample sizes used. It can be assumed, however, that if larger samples are used in a similar study, a significant difference will be found.

CHAPTER V

PRESENTATION AND TREATMENT OF STUDENT DATA

The problem under study is the limited involvement of Black Americans in the international affairs of the United States. The investigation focuses upon the black scholar in general, with particular emphasis on the attitudes of the black institution of higher learning. This chapter is divided into four sections: A) presentation of descriptive data of the student sample, B) presentation and analysis of research data as they apply to the problem under study, C) testing of hypotheses dealing with the data-producing population specifically, and D) a summary of the data analysis of information presented in this chapter.

The data are presented and analyzed with regard to the problem under study, and are examined for support or refutation of common assumptions as presented in Chapter I regarding the problem. Chi square analysis is utilized to test hypotheses established by the researcher regarding the data.

Similar coding procedures to those used for processing faculty data are used for student data. The Code Book for the student questionnaire is included in Appendix C. The following table is an example of the categorization and coding procedures used.

TABLE 31

Example: Categorization and Coding Procedure for Student Sample. Partial Listing of Geographic Origin of Parents.

Responses	Simple Frequency Distribution	Categories	Summary Frequency Distribution
New York City	5	01 Texas	13
Houston	10	02 Southern States	12
Wisconsin	6	03 Northern and Eastern States	11
Florida	2	04 Western States	3
Virginia	3	05 U. S. Protectorates	1
Georgia	5	06 Foreign Countries	1
Tennessee	2	99 No response	<u>0</u>
Puerto Rico	1	Total	41
California	3		
Dallas	3		
Nigeria	<u>1</u>		
Total	41		

Descriptive Data of the Sample

The following tables, 31 to 33, describe the data-producing population, graduate students in education at Texas Southern University, in terms of racial and sexual composition.

The records of the Office of Admissions at Texas Southern University (T.S.U.) show eighty-five nonblack students for the academic year 1970-71. (See Table 4, p. 50)

It is not clear to the researcher whether this eighty-five per cent figure includes Chicano students and Anglo students, whether it is an undergraduate total only, whether it includes both graduates and undergraduates or is only graduate. An accurate record of racial and ethnic origin was not maintained prior to the 1971-72 academic year. It is not possible to determine the representativeness of the student sample in terms of racial composition. The foreign student ratio of the total student enrollment of T.S.U. is 1.5 per cent, as shown in Table 4; the percentage of foreign students in the sample is representative.

TABLE 32

Racial Configuration of Student Sample

Texas Southern University 1970-71

Race	No.	Percentage
Black	111	82.3
Anglo	18	13.3
Chicano	4	2.9
African	<u>2</u>	<u>1.5</u>
Total	135	100.0

Official records of the Office of Admissions at Texas Southern University show that male students currently outnumber female students, the males representing 50.4 per cent of the total student population. In

Table 33 the percentage of males in the student sample is 65.9; a possible explanation may be increased veteran enrollment.

TABLE 33

Sexual Composition of Student Sample, Texas Southern University,
1970-71

Sex	No.	Percentage
Male	89	65.9
Female	<u>46</u>	<u>34.1</u>
Total	135	100.0

Presentation and Analysis of Research Data

This section is divided into five subsections which reflect the subproblems identified on page 60: 1) Student exposure to international travel, 2) student perceptions regarding the noninvolvement of the black minority in American foreign affairs, 3) student aspirations for international travel and career development, and 4) student attitudes, travel experiences and knowledge of international agencies determined by race.

Data in this section were gathered to test a stated assumption of international agencies (See Chapter I, p. 5) that Black Americans tend to spend their adult lives in the same general area of their birth; thus,

appear to have no interest in international careers.

The geographic origins of students are presented in Table 34. The representativeness of the sample cannot be determined in absence of data specific to the graduate population of Texas Southern. As shown in Table 34, p. 104, over eighty-six per cent of the total student enrollment are derived from the state of Texas and surrounding states. Seventy-seven per cent of the graduate students in the sample are drawn from the same geographic area.

TABLE 34
Geographic Origins of Student Sample
Texas Southern University 1970-71

Area	No.	Percentage
Texas	89	66.0
Louisiana	11	8.1
Mississippi	1	.7
Arkansas	3	2.2
Southern states	8	5.9
Northern and eastern states	13	9.6
Western states	5	3.7
United States protectorates	4	3.1
Foreign countries	<u>1</u>	<u>.7</u>
Total	135	100.0

Table 35 represents the geographic origins of the parents of the

students in the sample. Seventy-eight per cent of the fathers and seventy-five per cent of the mothers were born in Texas and the surrounding states, compared with seventy-seven per cent of the student sample who were also born in that geographic area.

TABLE 35

Geographic Origins of Parents of Student Sample

Texas Southern University 1970-71

Area	Mother		Father	
	No.	Percentage	No.	Percentage
Texas	75	56.4	76	56.7
Louisiana	19	14.3	23	17.2
Mississippi	3	2.3	3	2.2
Arkansas	2	1.5	3	2.2
Southern states	11	8.3	10	7.5
Northern and eastern states	11	8.3	11	8.3
Western states	5	3.7	1	.7
United States protec- torates	5	3.7	6	4.5
Foreign countries	<u>2</u>	<u>1.5</u>	<u>1</u>	<u>.7</u>
Total	133	100.0	134	100.0

Student Exposure to International Travel

Data in this section were stimulated by assumption of reluctance

to travel and are designed to determine how far the subjects have traveled from their birthplace and to what degree the assumption applies to the population under study. Information was solicited also to estimate the degree of exposure the student sample may have to international travel and to Africa through their own travels and through the experiences of their relatives and peers. Table 36 describes the travel experience of the student sample.

TABLE 36

Farthest Distance Student has Traveled from Home,
by Destination

Response	No.	Percentage
Texas	14	10.3
Louisiana	3	2.2
Mississippi	0	0.0
Arkansas	1	.7
Southern states	10	7.4
Northern and Eastern states	28	20.8
Western states	28	20.8
Puerto Rico and protectorates	29	22.3
Foreign countries	17	12.6
Around the world	<u>4</u>	<u>2.9</u>
Total	134	100.0

According to data in the foregoing Table, at least ten per cent of the sample have not traveled outside the State of Texas; twenty-one per cent have not been outside the South. Forty-two per cent have traveled throughout the United States with thirty-four per cent having traveled outside the country.

Table 37 is a recapitulation of Table 36 with travel expressed in miles. According to the data the largest percentage of students in the sample have traveled less than 2000 miles from their birthplaces.

TABLE 37

Farthest Distance Subjects Have Traveled From Home:

In Miles		
Response	No.	Percentage
0- 500	21	16.2
501- 1000	13	10.0
1001- 2000	57	43.8
2001- 2500	19	14.6
2501- 4000	11	8.5
4001- 6000	3	2.3
6001- 8000	0	-0-
8001-12000	0	-0-
12001-16000	6	4.6
Total	130	100.0

Table 38 was designed to estimate the degree of exposure the sample had to international travel through the experiences of their relatives and peers. Of the sixty-one per cent of the sample who have relatives and peers who have traveled outside the United States, nearly forty-three per cent of the travel is concentrated in Mexico, Canada and Europe. Forty-one per cent is in Asia and "around the world" which again strongly suggests exposure through military service.

TABLE 38

Travel Experience of Subjects' Families and Peers

Texas Southern University 1970-71

Geographic Area	No. of Sub. Percentage Reporting	
East Africa	2	2.2
West Africa	1	1.1
North Africa	3	3.3
South Africa	2	2.2
Central Africa	4	4.3
Latin America	3	3.3
Asia	12	13.0
Canada and Mexico	13	14.2
Europe	26	28.2
All over the world	<u>26</u>	<u>28.2</u>
Total	92	100.0

Twelve subjects in Table 38 report that their friends or relatives have traveled in Africa. In Table 39, which specifically refers to African experience, forty-eight of the subjects report that their friends or relatives have been to Africa. The discrepancy may be explained by student categorization of Africa as "all over the world," and most logically, that the researcher coded only the first response when several countries were listed for international travel. Thus, Africa may not have been coded by the researcher for the actual number of times it appeared in the raw data.

TABLE 39
Members of Your Family Who Have Traveled On The
Continent of Africa

Responses	No.	Percentage
Yes	48	35.5
No	83	61.5
No response	<u>4</u>	<u>3.0</u>
Total	135	100.0

As presented in Table 40, nearly forty-two per cent of the forty-eight subjects reporting have relatives or friends who have spent time in West Africa.

TABLE 40

Student Subjects Whose Family and Peers Have Travel Experience On
Continent of Africa

Categories	No.	Percentage
West Africa	20	41.6
East Africa	10	20.8
Central Africa	8	16.9
North Africa	5	10.4
Southern Africa	3	6.2
All over Africa	<u>2</u>	<u>4.1</u>
Total	48	100.0

Perceptions of Students Regarding Involvement of Black
Minority in Foreign Affairs

Items for this section were deliberately constructed to provoke subjects to examine causation for nonparticipation of blacks in foreign affairs and to examine the capabilities of Black Americans to assist the developing world.

The first data presented in Tables 41 and 42 are meant to project the value perspectives of students of the black college as to why Black Americans do not participate in international affairs and whether they should be so involved.

TABLE 41

Reasons Black Americans are not Involved Internationally

Responses	No.	Percentage
Discrimination in International Agencies	41	30.4
Involved in racial metamorphosis at home	32	23.7
Lack of information and opportunities	29	21.5
Complacency	6	4.4
Lack of skills for international field	6	4.4
Lack of finance and time	6	4.4
Don't know	1	.7
No response	<u>14</u>	<u>10.5</u>
Total	135	100.0

In Table 41 , racial discrimination is perceived to be the major hindrance to black participation in international affairs by the student sample. Racial problems within the United States combined with discriminatory practices of international agencies account for over fifty per cent of the subject responses.

Over eighty per cent of the subjects feel that Black Americans should be involved internationally, as shown in Table 42.

TABLE 42

Should Black Americans Become Internationally Involved

Responses	No.	Percentage
Should	111	82.2
Should not	12	8.9
No response	<u>12</u>	<u>8.9</u>
Total	135	100.0

When bipolar categorizations are superimposed upon Table 43, over fifty-five per cent of the responses concern the development of Black America, and the remaining forty-five per cent the development of America as a whole. Opportunity for travel is perceived by the greatest number of students to be the major benefit to be derived from international involvement by Black Americans.

TABLE 43

Reasons Black Americans Should Be Internationally Involved

Responses	No.	Percentage
Travel experience will broaden knowledge about rest of world	42	37.8
Black involvement can improve quality of American foreign relations with black nations	22	19.8
Blacks are Americans; must dispel myths about themselves in world	19	17.1
Developing nations need help from wherever they can get it	11	10.0
Blacks needed to improve American foreign relations	9	8.1
Blacks needed to improve effectiveness of international agencies	<u>8</u>	<u>7.2</u>
Total	111	100.0

Negative responses to the question of whether Black Americans should participate in international travel or careers are presented in Table 44. The twelve respondents constitute 8.9 per cent of the student sample.

TABLE 44

Reasons Black Americans Should Not Be Internationally Involved

Responses	No.	Percentage
Racial Problems in America should be solved first	6	50.0
Blacks should not represent America in black nations	3	25.0
International agencies are not worthwhile	<u>3</u>	<u>25.0</u>
Total	12	100.0

The major concern of the student sample in response to the question regarding international involvement of Black Americans was that racial problems within the United States must first be solved.

Table 45 represents responses to the question regarding the contributions subjects felt Black Americans can make to the developing nations. Thirty per cent felt that medical and nursing skills are Black America's greatest area of contribution. Over forty-five per cent listed skills which might be conceptually categorized under "humanness."

TABLE 45

Contributions Black Americans Can Make to World

Responses	No.	Percentage
Medicine, nursing	41	30.4
Brotherly love, empathy; religion	32	23.8
Blackness; sense of community	29	21.5
Education; creative arts	6	4.4
Technology; trades, carpentry, engineering and agriculture	6	4.4
Anything any other American can give	6	4.4
Sports	3	2.2
Experience of deprivation	1	.7
No response	<u>11</u>	<u>8.2</u>
Total	135	100.0

Data presented in Table 46 represents attitudes concerning American motivations toward the dark-skinned nations of the world. The data indicate that over half of those responding feel that America does not extend aid to the development of these nations. Responses to the affirmative, can be regrouped into positive and negative categories; i.e., fifty-two per cent of those who answered "yes" to the question gave positive reasons for the assistance; forty-eight per cent who answered "yes" to the question gave negative reasons for American aid. (See Table 47).

Fifty-three per cent responded "no" to the question; forty per cent gave "racism" as the major reason and 24.1 per cent gave "fear."

TABLE 46

Does America Assist Development of Dark-Skinned Nations

Responses	No.	Percentage
Does	50	37.0
Does not	58	43.0
Do not know	<u>27</u>	<u>20.0</u>
Total	135	100.0

TABLE 47

Reasons America Does Assist Development of Dark-Skinned Nations

Responses	No.	Percentage
America believes in universal education	12	24.0
America feels guilty about American past	10	20.0
It is profitable for America to assist them	10	20.0
America desires to help the less fortunate	7	14.0
America realizes color not determinant of intelligence or worth	7	14.0
Blacks are demanding aid throughout world	<u>4</u>	<u>8.0</u>
Total	50	100.0

This item raises questions as to the extent of knowledge the student sample has of American aid. It reveals some attitudes which may or may not be based on the degree of knowledge since the question itself tends to raise the emotional level.

TABLE 48

Reasons America Does Not Assist Development of Dark-Skinned Nations

Responses	No.	Percentage
America is a racist society	23	40.0
America is afraid of black power	14	24.0
America does not develop interests of her own black folk	8	13.7
America is not concerned for welfare of dark-skinned people of world	8	13.7
America is not concerned for the welfare of the world's citizens	5	8.6
Total	58	100.0

Student Aspirations for International TravelAnd Career Development

This section is designed to present specific areas of interest of subjects in the sample for international careers or travel. The data are presented in frequency distributions according to first, second and third priorities in Table 49.

An obvious reason for the questions in this section is to determine whether the student has an affinity for travel and how far he is willing to go. Data produced is also intended to indicate the willingness of the sample to travel and work among the African people.

TABLE 49

First Three Selections by Student Sample of Areas of the World for
International Travel or Work

Area	No. 1	No. 2	No. 3	Total	Percentage
West Indies	27	14	14	55	15.2
West Africa	26	22	19	67	18.7
East Africa	15	26	20	61	17.1
Southern Africa	14	11	9	34	9.5
Latin America	13	7	13	33	9.1
Central Africa	10	10	14	34	9.5
India	5	4	6	15	4.2
Philippines	5	13	8	26	7.2
Australia	3	1	5	9	2.5
Morocco	2	9	3	14	3.8
Pakistan	2	4	4	10	2.8
Micronesia	1	0	1	2	.2
Afghanistan	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>.2</u>
Total	123	122	117	362	100.0

The largest percentage of students selected the West Indies as their first priority for international involvement. When the first three choices are totaled, however, West Africa becomes the first choice, East Africa second, and West Indies third.

Because of the central coastal location of Houston, the mileage

of several international destinations seems minimal. The West Indies and Latin America are in close geographic proximity and are apparently easily accessible to Houston residents. (See Table 50) Travel experience in Table 36 does not reflect, however, a higher concentration of travel to those areas.

TABLE 50
First Choice of Student Sample for Area of International Service, Interpreted in Miles from Houston

Distance in Miles	No.	Percentage
0- 1500	42	33.6
1501- 2500	8	6.4
2501- 3000	0	0.0
3001- 4000	5	4.0
4001- 6000	24	19.2
6001- 8000	4	3.2
8001-12000	14	11.2
12001-16000	<u>28</u>	<u>22.4</u>
Totals	125	100.0

Student Attitudes, Travel Experiences and Knowledge of
International Agencies, by Race.

Questionnaire items for this section were constructed to evoke responses toward international involvement with regard to race which would be indicative of attitudes toward the white, middle-class

orientation of Peace Corps and of other international organizations, among the sample. (See Table 51) Travel appears to be a significant factor.

The extent of knowledge about international organizations within the sample is determined by the ability to correctly identify agencies by their common abbreviations. The responses are presented by racial designation, omitting the responses of the six Chicano and African subjects, in Table 52.

TABLE 51

Reasons for White Participation in Peace Corps Among Student
Sample: Distribution by Ethnic Origin

Responses	Black		Anglo	
	No.	Percentage	No.	Percentage
Desire to help less fortunate	17	15.3	8	44.4
Free travel and education	28	25.2	5	27.7
Delayed decision-making regarding future careers	10	9.0	1	5.6
Excitement-nothing better to do	10	9.0	0	0.0
Misfits in American society	8	7.2	0	0.0
Draft evasion	12	10.8	2	11.1
Compensation for racism at home	10	9.0	0	0.0
White supremacy	14	12.7	1	5.6
No response	<u>2</u>	<u>1.8</u>	<u>1</u>	<u>5.6</u>
Totals	111	100.0	18	100.0

TABLE 52
Identification of International Agencies by Common Abbreviations by
135 Students in Sample

	No. of Correct Responses	Percent of Sample
UNESCO	6	4.4
UNICEF	14	10.5
USAID	5	3.7
SEATO	40	29.6
UNDP	1	.7
NATO	56	41.4
CUSO	1	.7
PC	89	65.9
TEA	0	0.0
FAO	1	.7
WHO	45	33.3
ILO	8	5.9
UN	113	83.7
ECA	0	0.0
OIC	7	5.1
VSO	0	0.0
OAU	7	5.1

Table 53 represents the numbers of agencies correctly identified separately by white and black respondents. The greatest percentage of black students identified two organizations correctly and six organizations were correctly identified by the largest percentage of white students. The highest number correctly identified was eight.

TABLE 53
Numbers of Organizations Correctly Identified Among Student

Sample: Distribution by Race

No. Organizations	Black		White	
	No.	Percentage	No.	Percent
0	14	12.5	2	11.1
1	8	7.2	0	0.0
2	36	32.1	1	5.6
3	29	25.9	2	11.1
4	13	11.6	6	33.3
5	8	7.2	2	11.1
6	3	2.6	2	11.1
7	1	.9	0	0.0
8	<u>0</u>	<u>0.0</u>	<u>3</u>	<u>16.7</u>
Total	111	100.0	18	100.0

The travel experience of the student sample expressed in miles is also compared by race. The largest percentage of travel in both categories falls between 1001-2000 miles. (See Table 54)

TABLE 54
 Farthest Distance Traveled from Birthplace of Student Subjects, Ex-
 pressed by Race and Mileage

Distance in Miles	Black		White	
	No.	Percent	No.	Percent
0- 500	18	16.2	4	22.2
501- 1000	13	11.7	0	0.0
1001- 2000	51	46.0	6	33.3
2001- 2500	16	14.4	1	5.6
2501- 3000	2	1.8	2	11.1
3001- 4000	5	4.5	2	11.1
4001- 6000	2	1.8	1	5.6
6001-12000	2	1.8	0	0.0
12001-16000	<u>2</u>	<u>1.8</u>	<u>2</u>	<u>11.1</u>
TOTAL	111	100.0	18	100.0

Testing of Hypotheses Specific to Student Sample

Several hypotheses are presented with regard to the student sample and which are directly related to the problem under study. These hypotheses were designed to test common assumptions stated in Chapter I which are commonly voiced by agencies regarding the nonparticipation of Black Americans in foreign activities.

Hypothesis 1: A difference exists between the regional birthplace of the mother and the regional birthplace of the black student.

TABLE 55
Chi Square Table for Cross Tab: Mothers to Student Birthplaces

Mother		Student Birthplace		
		Texas	La., Ark., Miss.	Other
Same as student	f_o	66	11	10
	f_e	59.32	11.86	15.82
Different	f_o	9	4	10
	f_e	15.68	3.14	4.18
N = 110		$X^2 = 14.1404$	$X^2_{.05} = 5.99$	$X^2_{.01} = 9.21$
df = 2				

Since the X^2 value of 14.1404 exceeds the tabled value of 5.99 at the .05 level of significance by more than two times, the hypothesis concerning the relationship of students to mothers birthplaces is supported by the analysis. The hypothesis of difference is accepted.

Hypothesis 2: The difference between the regional birthplace of the father and the birthplace of the black student subjects will not be large enough to be found significant for the sample size used in this study.

TABLE 56

Chi Square Table for Cross Tab: Birthplaces of Fathers to Students

Father	Student Birthplace		
	Texas	La., Ark., Miss.	Other
Same as student	f_o	65	13
	f_e	62.05	12.40
Different	f_o	10	2
	f_e	12.95	2.60

$$N = 110 \quad X^2 = 5.3941 \quad df = 2 \quad X_c^2 (.05) = 5.99$$

Since the X^2 value falls short of the critical value, even though it approaches the critical value at the .05 level of significance, the observed distribution of frequencies still falls within the deviation expected on the basis of chance. The hypothesis of difference too small for the samples sizes used is accepted.

Hypothesis 3: The difference between distance traveled by subjects and race will not be large enough to be found significant for the sample sizes used in this study.

TABLE 57
Chi Square Table for Cross Tab: Distance Traveled and Race

Race	1	Geographic Area		
		2-3	4	5-10
White	f_o	4	6	1
	f_e	3.30	8.50	2.55
Black	f_o	18	64	16
	f_e	18.70	61.50	14.45

$$N = 120 \quad df = 3 \quad X^2 = 5.842 \quad X_c^2 (.05) = 7.81$$

Since the X^2 of 5.842 falls short of the value of 7.81 tabled at the .05 level of significance, that the two variables--distance traveled and race--are independent of one another. The hypothesis of small difference is accepted.

Hypothesis 4: The difference between travel choices of subjects and travel experiences of their peers will not be large enough to be found significant in the sample size used for this study.

TABLE 58
Chi Square Table for Cross Tab: Student Geographic Choice and Experience of Peers

Peer Response	1	2	7	Student Choice - Geographic Area		
				14, 11	6, 8	Other
Yes	f_o	4	6	5	11	4
	f_e	2.91	6.68	4.21	10.14	4.53
No	f_o	5	15	8	23	10
	f_e	6.09	14.32	8.79	23.86	9.47
N = 105		$X^2 = 1.210$	df = 5	$X_c^2 (.05) = 11.1$		

The X^2 value of 1.210 falls considerably short of the value of 11.1 tabled at the .05 level of significance. The hypothesis of small difference is accepted.

Hypothesis 5: The difference between the attitudes of white and black subjects toward white participation in Peace Corps will not be large enough to be found significant for the sample sizes used in this study.

TABLE 59

Chi Square Table for Cross Tab: Peace Corps Participation by Race				
Race	1	2, 3, 4	5, 6	7, 8
White	f_o	8	6	2
	f_e	4.010	8.660	1.924
Black	f_o	17	48	10
	f_e	20.990	45.340	10.076
N = 106	$X^2 = 6.782$	df = 3	$X_c^2 (.05) = 7.81$	$X_c^2 (.01) = 11.3$

The level of significance approached the critical value of .05 or 7.81, but is not large enough to be significantly different from chance or to be found significant for the sample size used in this study. The hypothesis is accepted.

Hypothesis 6: A difference exists between numbers of international agencies correctly identified by the subjects and race.

TABLE 60
Chi Square Table for Cross Tab: Number of Agencies Identified and Race

Race		Number of Agencies			
		0-1	2-3	4-5	6-8
Black	f_o	22	65	21	4
	f_e	20.40	59.30	24.65	7.65
White	f_o	2	3	8	5
	f_e	3.60	8.70	4.35	1.35
N = 120		$X^2 = 20.202$	df = 3	$X_C^2 (.05) = 7.81$	$X_C^2 (.01) = 11.3$

Since the X^2 value exceeds the tabled value almost three times, it is safe to conclude that a significant difference does exist between the two variables. The hypothesis is accepted.

Summary of Data Analysis

The student data-producing sample used for this study consists of four graduate classes in education, comprising 17.8 per cent of the graduate population and 26.3 per cent of graduate students in education. Since vital statistics are maintained on the basis of total student population only, the representativeness of the graduate sample cannot be determined. When compared with the configuration of the total student enrollment, the foreign student ratio in the sample is representative. The percentages of whites and males in the sample are somewhat higher than within the total population. A possible explanation is the increasing enrollment of returning veterans from Vietnam. These figures may also be artifacts of the data-gathering process since data were gathered from evening classes which would attract a significant number of both whites and males. They may also be indicative of a trend toward an increasing interest of white students in the black college, a trend which is worthy of further study.

According to the data, over seventy-seven per cent of the student sample are from Texas and three surrounding states; seventy-eight per cent of the fathers and seventy-five per cent of the mothers are from the same general area, which indicates that little movement has occurred within the immediate family setting of the student sample. The data support the

assumption that black people, at least members of this sample, tend to relocate in the general area of their birth. The greater percentage of students have traveled less than 2000 miles from their birthplaces.

Few students have traveled outside the United States. The location of the international experience indicates a high probability of military travel for both students and their families. The possibility does exist that student aspirations for travel are to a degree influenced by the travel experiences of family and peers. The difference between frequencies of travel choices of subjects and travel experience of peers fell far short of the critical value at the .05 level; the hypothesis of difference not large enough for the sample sizes used is accepted. It is assumed that in a larger sample, the difference would be significant. Forty-nine per cent of the sample reported that their friends or relatives have traveled outside the United States; thirty-five and one-half per cent reported that peers and relatives have traveled on the African continent, nearly half of them in West Africa.

In the chi square analysis of cross relationships, the difference between frequencies of birthplaces of mothers and black subjects was found to be significant at the .05 level; the hypothesis of difference is accepted. The difference between frequencies of response in birthplaces of fathers and black subjects was too small to be found significant for the sample sizes used; the hypothesis is accepted. It was assumed by the

researcher that a higher percentage of the students would traditionally reside in the birthplace of their mothers than of their fathers. These relationships should be further explored; the difference between the birthplaces of students and fathers, although slight, may indicate a new trend of the black family to settle near the birthplace of the father or his occupational site.

A great difference was anticipated between the travel experience of the whites and of the blacks in the sample. The difference between frequencies regarding travel experience was too small to be significant at the .05 level, and the hypothesis is accepted. It is assumed, however, that the majority of whites on the black college campus are not locally drawn, which presupposes a high degree of travel experience which may have created a desire to study or work among the black minority. These assumptions should be further tested among a similar population.

Over thirty per cent of the sample felt that discrimination in international agencies is the chief cause of the nonparticipation of blacks in international affairs; domestic racial problems and lack of information ran close seconds. Over eighty per cent felt that Black Americans should more fully participate in international activities, giving as chief reason the opportunity to broaden themselves through travel. Ten per cent felt that Black Americans should not get further involved internationally, principally because domestic racial problems must first be solved. Nearly

forty-six per cent of the subjects felt that the greatest contributions Black Americans can make to the world lie in the realm of brotherly love and sense of community; over thirty per cent felt that medical and nursing technology and education are the principle contributions that Black Americans can make to developing nations.

Forty-three per cent of the sample felt that America does not assist the development of dark-skinned nations, the principle reasons being sixty-six per cent "racism" and twenty-four per cent "fear." Thirty-seven per cent of the sample, or fifty subjects, responded that America does aid the dark-skinned nations; twenty-five of the fifty subjects gave positive reasons for America's aid and the remaining twenty-five felt that the assistance given is for negative reasons. Twenty per cent of the total sample felt they knew too little about foreign aid to respond to the question. A question is raised regarding the relationship between knowledge and attitudes, by these responses. Because of the emotional challenge in the question, a high degree of knowledge may still have yielded a negative response.

The largest number of students selected West Indies as their first priority for international involvement. When the first three priorities are totaled, 56.1 per cent of selections are for the African continent, the highest number in West Africa. A trend is also indicated by these selections. Nearly half of the students chose to go elsewhere than to nations

of Africa, selecting instead nations of Asia and Latin America—nations also inhabited by dark-skinned people.

Forty-four per cent of the white subjects felt that the major interest of white participants in Peace Corps was to help the less fortunate of the world; the largest percentage of black subjects felt that the major purpose of white volunteers was free travel and education. It is interesting to observe that the same purpose was given by black students as the major reason for their participation.

Of the seventeen agencies listed, the largest number correctly identified by the total sample was eight. The anticipated number of correct responses was ten. One black student identified seven; three white students identified eight. It is interesting to note that seven students correctly identified OIC—Opportunities Industrialization Center—which is the only black agency listed; and seven identified OAU—Organization for African Unity—which also could be assumed to be less familiar to this sample than other agencies listed. The difference between the frequencies regarding numbers of agencies correctly identified and race was found to be significant at the critical value at the .05 level. It was anticipated that a greater awareness would exist among the white students regarding international agencies. Eleven per cent have traveled around the world compared with two per cent of the black students. The difference may not be due to travel experience as much as it is to basic education. The chi square indicates the need for further study.

CHAPTER VI

TREATMENT OF COMBINED DATA

This chapter includes an analysis of data in terms of relationships, differences and commonalities between the faculty and student samples. Cross tabs have been established for the two sets of data on related items. The tabular data presented in this chapter are recapitulations of data presented in Chapters IV and V, and are presented in support of four hypotheses concerning the two sets of data.

Chapter VI is arranged around the hypotheses. Each hypothesis is presented separately, followed by tabular data for cross tabs, and a chi square analysis of each cross tab for that hypothesis. The chapter contains five sections: Faculty and Student Perceptions of Causation; Value Orientations of Student and Faculty Samples to International Involvement; Relationship of Faculty Experience to Priority Choices of Students for International Involvement; and the Summary of Data in this chapter.

Faculty and Student Perceptions of Causation

The problem under study is lack of involvement of Black Americans in the foreign affairs of the United States. Both samples were asked to state their opinions regarding possible causation of noninvolvement.

(See Table 61.)

TABLE 61

Causation of Noninvolvement of Black Americans in American Foreign Affairs as Perceived by Faculty and Student Sample
Texas Southern University 1970-71

Responses	Faculty		Student	
	No.	Percentage	No.	Percentage
Lack of information regarding international opportunities	35	40.2	29	23.5
Lack of opportunities for blacks due to discrimination in international agencies	11	12.6	42	34.1
Greater concern for domestic problems	11	12.6	32	26.1
No interest in leaving home	10	11.5	6	4.9
Lack of finance	8	9.2	6	4.9
Lack of training for international fields	8	9.2	5	4.1
Regional antipathy for outer world	3	3.5	3	2.4
Lack of encouragement by college administration	<u>1</u>	<u>1.2</u>	<u>0</u>	<u>0.0</u>
Total	87	100.0	123	100.0

The greatest causation perceived by faculty subjects is lack of information regarding opportunities in the international field; students describe the principle causation as the lack of opportunities for black folk. To determine whether or not the observed frequencies in each cell deviate from the frequencies that would be expected on the basis of chance distribution, cross tabs have been established and the chi square test of

significance applied. The cross tabs are related to the following hypothesis:

The difference between the perceptions of faculty and the perceptions of students regarding the lack of black involvement in international affairs will not be large enough to be found significant for the sample sizes used in this study.

The categories and frequencies in Table 62 have been regrouped to facilitate chi square analysis due to small expected frequencies in the faculty sample.

Value Orientations of Student and Faculty Samples to International Involvement

In an attempt to determine the value orientation of the black institution, both student and faculty samples were asked whether black scholars should be involved internationally. Three tables of information are presented, although the cross tabs are dependent upon one of them. Table 63 represents Yes-No responses to the question. Tables 64 and 65 represent reasons presented by the two data-producing samples for the Yes-No responses given.

TABLE 63

Faculty and Student Responses to Whether Black Americans Should
Become Involved in American Foreign Affairs,

Texas Southern University, 1970-71

Responses	Faculty		Students	
	No.	Percentage	No.	Percentage
Yes	76	87.3	111	92.5
No	<u>11</u>	<u>12.7</u>	<u>9</u>	<u>7.5</u>
Total	87	100.0	120	100.0

N = 207

TABLE No. 64
Reasons for Increased Involvement of Black Americans in American
Foreign Affairs as Perceived by Faculty and Students of
Texas Southern University 1970-71

Responses	Faculty		Students	
	No.	Percentage	No.	Percentage
Blacks have commonality with developing world	14	18.7	11	10.0
Blacks need travel experience to broaden educational and social dimensions	31	41.3	42	37.8
Black can improve quality of American foreign policy	9	12.0	22	19.8
Blacks can improve effectiveness of international agencies	5	6.7	8	7.2
Nations outside Africa need help of Black Americans	6	8.0	9	8.1
Blacks are Americans; need to dispel myths about themselves	<u>10</u>	<u>13.3</u>	<u>19</u>	<u>17.1</u>
Total	75	100.0	111	100.0

N = 186

It appears from Table 64 that the students are more concerned than faculty for improving the nature and quality of foreign aid. While both groups are concerned for the development of Black America, faculty responses are more concentrated in that category than are students.

TABLE 65
Reasons Black Americans Should Not Become Further Involved in American Foreign Affairs, as Perceived by Faculty and Students of
Texas Southern University, 1970-71

Faculty	Faculty		Students	
	No.	Percentage	No.	Percentage
Black scholars are needed foremost at home	7	63.6	6	66.7
Black should not support American foreign policy	2	18.2	0	0.0
Blacks should not project image of equality which does not exist in America	<u>2</u>	<u>18.2</u>	<u>3</u>	<u>33.3</u>
Total	11	100.0	9	100.0

N = 20

Established to determine whether or not the observed frequencies deviate from the expected frequencies that would be expected on the basis of chance distribution, the cross tab is related to the following hypothesis:

The difference between the attitudes expressed by students and those by faculty for increased participation of Black Americans in international affairs will not be large enough to be found significant for the sample sizes used in this study. (See Table 66)

Hypothesis 2: The difference between the attitudes expressed by students and those by faculty for increased participation of Black Americans in International affairs will not be large enough to be found significant for the sample sizes used in this study.

TABLE 66
Chi Square Table for Cross Tab: Faculty and Student Responses to Whether Black Americans Should Become Involved in American Foreign Affairs

Subjects		Responses	
		Yes	No
Faculty	f_o	76	11
	f_e	78.594	8.406
Students	f_o	111	9
	f_e	108.406	11.594
N = 207		$\chi^2 = 1.529$	$df = 1$
		$\chi^2_{.05} = 3.84$	

The chi square value of 1.529 falls short of the critical value of 3.84 at the .05 level, indicating that the observed distribution of frequencies is within the deviation expected on the basis of chance. The hypothesis of difference not large enough to be significant for these sample sizes is accepted.

Aspirations and Geographic Locations for International Involvement

In an effort to determine the preference of faculty and students of the black college of areas of the world they would elect to serve, were it possible, each sample group was asked to name their priorities. Table 67 represents the first choices of faculty and students in the samples. (See page 144)

The first choice of faculty appears to be West Africa and the first choice of students appears to be the West Indies. To determine whether or not the observed frequencies in each cell deviate from the frequencies that would be expected on the basis of chance distribution, a cross tab has been established and the chi square test of significance at the .05 level has been applied. The cross tab is related to the following hypothesis:

The difference between the choices of faculty and the choices of students in the samples regarding geographic areas selected for international service will not be large enough to be found significant for the sample sizes used in this study.

Little collapsing of categories and frequencies was necessary and was done only when the expected frequency was less than two. The cross tab is presented in Table 68, page 145.

TABLE 67
 Geographic Area of the World Chosen for International Service by
 Faculty and Students of Texas Southern University

Areas	1970-71			
	No.	Faculty Percentage	No.	Students Percentage
East Africa	16	18.4	15	11.2
West Africa	25	28.7	26	19.6
Afghanistan	0	0	0	0
India	4	4.6	5	3.8
Micronesia	0	0	1	.8
West Indies	9	8.0	27	20.3
Southern Africa	2	2.3	14	10.5
Latin America	8	9.2	13	9.8
Pakistan	0	0	2	1.4
Morocco	3	3.5	2	1.4
Australia	0	0	3	2.3
Philippines	3	3.5	5	3.8
Central Africa	1	1.2	9	6.8
No particular place	<u>3</u>	<u>3.5</u>	<u>11</u>	<u>8.3</u>
Total	72	100.0	133	100.0

N = 200

Hypothesis 3: The difference between the choices of faculty and the choices of students in the samples regarding geographic areas selected for international service will not be large enough to be found significant for the sample sizes used in this study.

TABLE 68
Chi Square Table for Cross Tab: Geographic Choices of Faculty and Students

Subjects	1	2	4	6	Geographic Areas						
					7	8	10	12	13	14	
Faculty	f_o 16	25	4	9	2	8	3	3	1	3	
	f_e 11.52	18.36	2.88	12.24	5.76	7.56	2.16	2.88	3.60	5.04	
Student	f_o 16	26	5	27	14	13	3	6	9	11	
	f_e 20.48	32.64	5.12	21.76	10.24	13.44	3.84	5.12	9.40	8.96	

$$N = 200 \quad X^2 = 18.94 \quad df = 9 \quad X_C^2 (.05) = 16.9 \quad X_C^2 (.01) = 21.7$$

The chi square value of 18.94 exceeds the critical value of 16.9 at the .05 level of significance by a sufficient measure to conclude that the difference is significant. The hypothesis that the difference will not be large enough to be found significant for the sample sizes used is rejected.

Relationship of Faculty Experience to Priority Choices of Students for International Involvement

In an attempt to discover to what degree the international experience of faculty has influenced the choices of students for international geographic areas for international service, the faculty group with international experience was asked to name the area of their experience. Students were asked to select an area to which they would give priority for international work. (See Table 69)

The largest percentage of international experience among the faculty sample lies in West Africa; the largest number of students chose West Indies as first priority. To determine whether or not the observed frequencies in each cell deviate from the frequencies that would be expected on the basis of chance distribution, cross tabs here have been established and the chi square test of significance applied at the .05 or .01 level of significance. The cross tabs are related to the following hypothesis.

The difference that exists between areas of international experience by faculty and the areas selected by students for international service is not large enough to be found significant for samples of the size used in this study.

The first cross tab regroups the categories and frequencies into three major categories: Africa, Asia and Other. (See Table 70)

The second cross tab regroups the responses into categories designating four areas of the world: Africa, Asia, Europe and LA. (See Table 71)

TABLE 69
 Student Response to Priorities for International Service; Faculty
 Responses to Area of International Experience
 Texas Southern University 1970-71

Areas	Faculty		Students	
	No.	Percentage	No.	Percentage
East Africa	4	11.5	16	13.1
West Africa	9	25.7	26	21.3
Afghanistan	0	0.0	0	0.0
India	8	22.9	4	3.3
Micronesia	0	0.0	1	.9
West Indies	1	2.8	27	22.1
Southern Africa	0	0.0	13	10.6
Latin America	2	5.7	3	2.4
Pakistan	2	5.7	3	2.4
Morocco	0	0.0	1	.9
Philippines	5	14.3	5	4.1
Central Africa	<u>2</u>	<u>5.7</u>	<u>9</u>	<u>7.4</u>
Total	22	100.0	122	100.0

N = 144

Hypothesis 4: The difference that exists between areas of international experience by faculty and the areas selected by students for international service is not large enough to be found significant for samples of the size used in this study.

TABLE 70
Chi Square Table for Cross Tab: Faculty Experience and Student Choice

Subjects		Geographic Areas		
		India	Africa	Other
Faculty	f_o	6	10	71
	f_e	3.6083	31.6728	51.7189
Students	f_o	3	69	58
	f_e	5.3917	47.3272	77.2811
N = 217		$\chi^2 = 39.3996$		
		df = 2		
		$\chi^2_c (.01) = 6.63$		

Since the χ^2 value at 39.3996 exceeds the critical value of 6.63 at .01 level by more than six times, the difference is found to be significant. The hypothesis is rejected.

Hypothesis 4: The difference that exists between areas of international experience by faculty and the areas selected by students for international service is not large enough to be found significant for samples of the size used in this study.

TABLE 71
Chi Square Table for Cross Tab: Faculty Experience and Student Choice

Subjects		Geographic Areas		
		Africa	Asia	Europe
Faculty	f_o	15	10	7
	f_e	17.834	4.235	3.6
Students	f_o	64	9	9
	f_e	62.166	14.7650	12.4
N = 157		$X^2 = 8.336$	df = 3	$X_C^2 (.05) = 7.82$
				$X_C^2 (.01) = 11.34$

The X^2 value of 8.336 exceeds the critical value of 7.82 at the .05 level, and the difference is found to be significant. The hypothesis is rejected.

Summary of Data in Chapter VI

The data in this chapter has provided a comparative analysis of information regarding the data-producing samples: faculty and students of a black college. The purpose of this chapter is to determine the relationships, differences and commonalities between the responses of the two samples to the problem under study. It is organized around four hypotheses, for which cross tabs were established and the chi square test of significance applied at the .05 level.

The problem being researched is the lack of involvement of Black Americans in international affairs. Forty per cent of the faculty sample, as compared with 23.5 per cent of the student sample, cited the major cause of noninvolvement as lack of information regarding opportunities. Thirty-four per cent of the student sample, as compared with 12.6 per cent of the faculty sample, chose as primary causation the lack of opportunities for black people due to discrimination within international agencies. A cross tab was established between the two sets of responses and the chi square test of significance at the .05 level found the difference to be significant. The hypothesis that the difference is too small to be significant for the sample size used is rejected.

A comparison of value perspectives of the two samples shows that the larger percentage of both samples felt that Black Americans

should be more actively involved in American foreign affairs. Forty-one per cent of faculty and 37.8 per cent of the student sample gave "opportunity for travel to broaden educational and social dimensions" as the primary reason for increased involvement. A larger percentage of faculty than of students were negative toward international involvement, both groups stating the primary reason as the need to first solve domestic problems at home. A cross tab was established between the two sets of frequencies, and the chi square analysis found the difference too small to be significant. The hypothesis therefore is accepted.

The choices of geographic areas for international travel and work by the two groups were fairly comparable with regard to East and West Africa, but the largest number of first priority selections among the student sample was for the West Indies. A cross tab was established between the two sets of data, and the chi square analysis found the difference in frequencies to be significant at the .05 level. The hypothesis that the difference will be too small to be found significant for the sample sizes used is rejected.

In an attempt to establish whether a possible relationship exists between faculty experience and the geographic choices of students for international service, in Africa and India especially, a cross tab was established between the two samples for those two areas, clustering all other responses under "Other." The chi square analysis

found the difference to be significant, the X^2 value exceeding the critical value by more than six times at the .01 level. The hypothesis of difference too small for the sample sizes used is rejected.

The responses were regrouped to spread the frequencies into four conceptual categories: Africa, Asia, Europe and Latin America. The cross tab was re-established, and the chi square test found the difference to be significant at the .05 level. The hypothesis is rejected.

CHAPTER VII

SUMMARY AND INTERPRETATIONS

The problem being researched is the lack of involvement of Black Americans in the international affairs of the United States. The focus of the study is specifically upon the black college as a major contributor of black intelligentsia to the educational common market, and upon the black scholar in general. The primary purpose of the research is to identify attitudinal factors within the black institution which may be contributors to noninvolvement of black professionals in the international field, and secondarily, to determine the current readiness of the black components for institutional involvement. The two data-producing samples were examined individually in Chapters IV and V, and the two sets of data were compared in Chapter VI.

The purpose of this chapter is to summarize and to interpret the results of the three preceding chapters from the perspective of information sought of the data before they were gathered; i.e., 1) generalizability of the samples, 2) value orientations of the samples toward international involvement, 3) factors which have impeded in the past involvement as perceived by the samples, 4) experience, attitudes and aspirations of the samples, and 5) hindrances or limitations to future participation as perceived by the samples.

Generalizability of Data-Producing Samples

The faculty sample was randomly selected from the total professional staff of Texas Southern University and was found to be representative except for an unusually high ratio of administration to faculty. A plausible explanation could be that in the data-gathering process, faculty members with dual responsibilities for administration, may have classified themselves as administrators when they are officially classified as instructional staff by the Office of Personnel. Results can be generalized to the total professional staff of Texas Southern University.

The student sample, by contrast, was not randomly selected; it was drawn from graduate students in education, and separate data regarding this particular segment of the graduate population at Texas Southern University is not maintained by race, sex, geographic source, etc. Chicano and foreign student percentages, when compared with total enrollment, are representative. When compared with the 50.4 per cent of males in the total student body, the ratio of 1:2 males to females in the sample is high. The percentage of whites in the sample is also high at 13.3 per cent, estimated at 1.5 per cent for total enrollment. These two ratios may be artifacts of the data-gathering process. The sample was drawn from evening classes in education which, by virtue of the time of day, attract large numbers of white students and male students who are teaching or

are otherwise employed during the day. Returning veterans from Vietnam have also increased the enrollment of both black and white males in education. The possibility of military experience within the sample, and among relatives and peers, also may account for the high percentage of student and peer travel in Europe and Asia.

The student sample is not validated by the data as being representative of the total student enrollment or of the graduate population at Texas Southern University. The values, attitudes, strengths and limitations revealed with the student sample are nonetheless indicators of inhibitive factors extant throughout the population.

Value Orientations of the Samples Regarding

International Involvement

Since the problem centers around the current lack of Black American participation in American foreign affairs, the question of such activities as a value for black folk was asked of the two groups. Ninety per cent of the combined samples felt that Black Americans should become more active in international fields, and over forty per cent of the assenting group gave as the chief benefit of such participation to Black Americans the "opportunity for travel to broaden educational and social dimensions." A cross tab was established between the two sets of data, and the difference in frequencies was found to be too small to be significant

at the .05 level, indicating that although the greater percentage of both sets perceive international exposure to be a value for black people, a possible difference exists in the priorities established for that involvement. It may be assumed that were larger samples used in a similar study, the difference would be significant. Over ten per cent of the combined samples felt that domestic problems must take precedence over participation in American foreign affairs. A priority value orientation toward first solving domestic problems of racism in America was expressed by 10.4 per cent of the combined samples.

Nearly forty-six per cent of the combined samples felt that the greatest contributions Black Americans can make to the developing world are in the realm of brotherly love, empathy and sense of community; the technical skills cited were in the fields of medicine, nursing and education. Fifty-five per cent of the reasons given for increased Black American participation can be interpreted to be in the interest of the development of Black America; 21.5 per cent for the development of Pan-Africanism; and twenty-four per cent for the development of America's human potential by improving the nature of her foreign policy, the quality of her foreign aid, and the effectiveness of her international agencies.

Little altruism is reflected in the combined responses when compared with the perceptions of black students regarding white Peace Corps involvement. Self-development has highest priority, but it is interesting

to note that the development of America as a nation is of higher value than the development of Pan-Africanism.

As a part of the value assessment of this study, students were asked to express their opinions regarding the majority white participation in Peace Corps. The greater percentage of white students in the sample felt that the white volunteers were involved for humanitarian purposes: to help the less fortunate of the world. The greater part of the black students cited the opportunity for free travel and education through travel as chief motivation for white participants. The remainder of responses ranged from racism to draft evasion. A cross tab established between attitudinal responses and race facilitated a chi square analysis of frequencies. The difference found approached the critical value at the .05 level, but still lay within the realm of chance, indicating that were larger samples used, the difference would have been found significant. Since most students gave "opportunity for travel" as the major purpose for their involvement, the primary reason given for white participation in Peace Corps may be a projection. It is interesting, however, that other pragmatic responses to white Peace Corps involvement did not recur in student perceptions of self; e.g., draft evasion, excitement, etc. It is fair to assume, however, that these attitudes also exist among the student sample regarding their own involvement, but they are not perceived as acceptable reasons for participation by the student sample.

The primary reason given for majority white participation in Peace Corps by the majority of students is also the primary reason presented by the student sample for their own participation: opportunity for travel. The former reason appears to be judgmental in nature; the latter justifiable reward.

An emotional question was presented to the student sample regarding whether America aids the development of dark-skinned nations of the world. Twenty per cent of the student sample responded that they did not know. Thirty-seven per cent said "yes"; fifty per cent of the reasons given for American aid to these nations were positive; forty-eight per cent were negative. The major reason given by those responding "yes" was America's belief in universal education; the secondary reasons, by percentage of responses, were guilt, white supremacy and profit motivation. Over forty-three per cent of the total sample said "no" to the question regarding American aid to dark-skinned nations of the world, and the reasons given by the dissenting group were seventy-six per cent "racism" and twenty-four per cent "fear."

A general lack of knowledge in the student sample population in both politics and geography is revealed by this data. It may be assumed, for example, that minimal knowledge of American aid would produce a "yes" response to the question of whether America grants assistance to dark-skinned nations of the world; in-depth knowledge of American foreign

policies and the quality of foreign aid to developing nations may produce a "yes, but--!" response; a general lack of knowledge— or a high degree of emotionalism—may produce a "no" response. Forty-three per cent of the sample answered "no" to the question. The choice of South Africa, for instance, by 11.5 per cent of the students, as first priority for travel, raises a question as to student awareness of the system of apartheid and the lack of welcome for foreign blacks in South Africa. It may be that students responded emotionally to the word "South" with no knowledge at all of the history or politics of South Africa.

In an attempt to determine the extent of knowledge regarding international agencies and their functions, students were asked to identify specific agencies by their common pseudonyms and these responses were compared by race. Seventeen per cent of whites in the sample correctly identified as many as eight agencies; one per cent of the black sample correctly identified as many as seven. A cross tab was instituted between the frequencies of correct responses and the race of the subjects. A significant difference was found between frequencies at the .05 level through chi square analysis, indicating a need for further study. The difference indicated may, for example, be due to exposure of whites through travel and parent occupation, or a greater possibility through a broader basic education at pre-college levels. It was anticipated that the majority of students would be able to identify five agencies and the highest number

would be ten. Only one out of 111 black students was able to identify as many as seven international agencies. If the sample were representative the possibility would exist that less than seventy black students on the campus could identify a like number. Frustration bordering on the ridiculous was apparent in the types of identifications assumed; e.g., WHO was identified as a rock band in England; one student added NAACP to the list and correctly spelled out the full organizational identity. One hundred thirty-three of the 135 identified UN (United Nations); 89 identified PC (Peace Corps).

Since three Peace Corps training projects have simultaneously operated on campus, specifically among the graduate student population, the lack of ability to correctly identify "PC" is incongruous. One possible explanation is that evening students are not well advised of the total activities of the university, leading to an assumption that if a similar study were made of full-time day students, greater numbers could correctly identify this agency. Another explanation could be that a general lack of communication currently exists on campus regarding programs and projects such as Peace Corps which are operated autonomously and perceived as peripheral to the regular academic programs.

Perceived Causative Factors of Noninvolvement

Nearly forty per cent of the combined samples cited the chief

factor of noninvolvement of blacks in international affairs as "lack of information regarding available opportunities." Over twenty-five per cent gave "lack of opportunities for blacks due to discrimination by international agencies" as the primary inhibiting factor. One atypical response to the question by a white student in the sample was: "I don't know; after all, I had an orange for breakfast." A cross tab was established between the frequencies of faculty and student responses, which were found to be significantly different from chance through the chi square test at the .05 level, indicating a need for further study into the relationship between faculty and student attitudes toward causation.

Among causative factors perceived by faculty and students were lack of preparation for international work and lack of finance, representing 12.9 per cent of the total responses. It appears that the greatest limiting factor perceived by students is the lack of opportunity; the greatest limitation revealed by data is lack of knowledge of the avenues by which these opportunities are made available.

Professionalism, interpreted by the Panel of Observers as respect for knowledge of colleagues, did not permit the inclusion of knowledge questions in the faculty interview. No basis for comparison, therefore, exists between knowledge of faculty and of the graduate student population in terms of American foreign policies and foreign affairs. It can only be assumed that by virtue of academic training and experience, faculty is

far better informed. The element of knowledge may therefore constitute the difference apparent in attitudes of faculty and students.

Travel Experience and International Aspirations

Among the Sample

Over seventy-five per cent of the students—and corresponding percentages of mothers and fathers—were born in the State of Texas and surrounding states. Travel data generated by the student sample shows a large percentage of concentration in the State of Texas; the majority of student travel is confined to the southern region of the United States; and fifteen per cent in Europe and Asia, which strongly indicates military experience within the sample.

Over eighty per cent of the combined samples desired to travel and work abroad in the future. Over sixty per cent of this group chose to serve on the African continent, twenty-five per cent of whom selected West Africa and fifteen per cent East Africa. Eighteen per cent chose the West Indies. A cross tab was established to examine a possible relationship between travel and the race of the subjects. The chi square test found the difference between the frequencies to be too small for significance at the .05 level for the sample sizes used in this study.

The common assumption that black folk have an aversion to travel either never existed or has changed over time. It can be hypothesized that

if the reluctance does exist among certain populations, it is a direct legacy of slavery, a holdover from a time when movements of black folk were restricted by force to certain areas, except for shipment as chattel from owner to owner. Freedom of movement of Black Americans is a fairly recent occurrence in America. The types of possible hindrances perceived by faculty suggest that the offering of opportunities under the most ideal circumstances would produce no great increase in participation of black scholars and that the perceived hindrances represent reality for the majority. In the interest of the travel assumption, this possibility should be tested and fully documented. Lack of opportunity or financial ability, however, cannot be classified as an aversion.

Perceived Hindrances and Limitations for International Involvement

In an attempt to assess willingness of faculty to participate in international activities, the faculty sample was asked to state the major hindrance to their participation. Fifty-eight per cent of those responding presented as primary limitations their responsibilities to family and loyalty to Texas Southern University.

It appears from data produced by the random sample of faculty that Texas Southern University has an appreciable percentage of international experience among its professional staff, and further that an apparent

willingness and readiness for international participation exists within the various faculties and schools of the university. The same causative factors perceived by the faculty for noninvolvement of black scholars, however, are perceived also as inhibitive factors to their own future participation. Administration is regarded as an additional but significant hindrance.

To a direct question regarding the administrative policies and practices of the college as possible hindrances, fifty-four per cent of the faculty sample expressed positive attitudes toward administration as a facilitator for international activities. Forty-six per cent felt that for financial and political reasons, college administration would be restrictive or prohibitive. A cross tab was established to compare the negative and positive responses to this question. The chi square test found the difference in frequencies to be significant at the .05 level, indicating a relationship between faculty and administration worthy of further study.

It cannot be determined from the data whether the apparent fears and suspicions of faculty regarding the motives of administration are warranted. Attitudes of insecurity are reflected in faculty responses; e.g., an expressed "loyalty to TSU" can be interpreted as a rationalization for an expressed fear of being replaced if leave is taken for extended periods of time. If the institutional commitment were trusted by faculty, it can be assumed that international travel, teaching, and research would have

been considered "loyalty to TSU." Leave policies, albeit restrictive, apparently do exist and can be negotiated for individual cases. Research into administrative practices and behaviors on the other hand may confirm faculty suspicions.

In terms of perceived limitations, lack of academic preparation and skills development for international roles was stated by nearly ten per cent of the combined group to be an inhibitive factor. According to the data, eighty-two per cent of the student sample aspire to international travel and career development. Over ninety-six per cent of the faculty sample expressed willingness to prepare these students for nontraditional and international roles in society. Thirty-two of the faculty subjects, or 34.4 per cent of those who specified acceptable levels of responsibility, restricted their assistance to the teaching of required preparatory courses. An additional 34.4 per cent expressed willingness to combine instructional and administrative responsibilities in the preparation of students for international careers. Eighteen per cent of the total faculty sample responded in the negative to purely administrative roles in managing and directing international projects on campus or abroad, giving "too busy" as the primary reason.

If the random sample is representative, over 100 faculty and administrators have some degree of international experience; nearly forty can leave immediately for foreign fields should the need arise. Ninety-one

per cent are ready to research possible inclusion of the international dimension in their regular courses and activities. Sixty-six will administer international projects; and twenty-five will lead teams abroad.

Current travel data among the samples show 40.2 per cent international experience among the faculty, with greatest concentration in Africa and Asia. The kinds, levels or degrees of experience are not ascertained. The geographic areas of international experience among faculty were compared with the desired experience of students by establishing a cross tab between the two sets of data. Applying chi square, the difference between frequencies was found to be significant at the .05 level of significance, and the stated hypothesis verified. The X^2 analysis was found at the .05 level, indicating a relationship between faculty experience and the geographic choices of students. Student choices are more likely due to a natural curiosity about the nations of Africa than to faculty influence. A disparate relationship exists between the degree of international experience among faculty and the level of awareness of the student body, indicating little academic communication related to that experience. These assumptions can be verified or refuted by further research.

On the other hand, student selection of West Africa may be influenced by the several West African students and faculty, and the African

Studies concentration on West African languages and cultures. Two current Peace Corps training projects for West Africa are housed in the School of Education. The influence of foreign students upon student choices is an area for valid research in international education.

Readiness of the black institutions for participation in America's foreign affairs is demonstrated by data in the particular institution studied and it is expected that this readiness could be demonstrated by similar means at other black institutions. The black college in this sense can be considered fallow ground with much additional preparation necessary before a bountiful harvest can be predicted. More flexible policies and democratic practices are demanded of administration; directed study and academic preparation are the tasks of faculty; self-discipline and socio-politico awareness are the tasks of students; the political and financial burden of proof lies with agencies of private enterprise and the federal government.

CHAPTER VIII

CONCLUSIONS AND DEVELOPMENTAL RECOMMENDATIONS

The problem researched by this study is the lack of visibility of Black Americans among the countless numbers of Americans involved in the international affairs of the United States. This research was inspired by the concept of world crisis in education which, although authenticated and alternative solutions prescribed through research, continues to grow and to threaten the stability and quality of life upon the planet Earth. The problem researched in support of this concern is the lack of involvement of America's black folk in seeking solutions to this universal crisis. The a priori assumption of the study is that institutionalized racism is as world wide and as critical in proportion as the crisis in education; indeed, they may be one and the same.

This study does not focus upon racism, although it is directly concerned with the legacy of slavery as it applies to the higher education of black folk. It approaches a solution to the problem under study by examining selected elements of attitudes and behavior in the black college for possible indicators of a continued pattern of nonparticipation of black scholars in world affairs. The study attempts to answer certain basic questions regarding the faculty and the student samples drawn from one

black college, which was judged to be fairly representative of the total population.

1. What are the prevailing attitudes of faculty and students toward participation of black folk in the international affairs of the United States?
2. What are faculty aspirations and experience with regard to international work and travel, and how do they relate to faculty attitudes toward the participation of their students in the international fields?
3. What are the perceptions of faculty regarding administrative policies and behaviors, and how do these perceptions relate to faculty aspirations for international careers both for themselves and their students?
4. How knowledgeable of international agencies and career opportunities abroad are the faculty and students on a typical black college campus?
5. Does a relationship exist between the knowledge and attitudinal factors and nonparticipation in international affairs?

This study is presented as evidence of the readiness of the faculty and students of Texas Southern University for international involvement in terms of attitudinal and aspirational perspectives which have either been underestimated or which have changed with time. A random sampling of the professional staff and a selective sampling of the graduate population have yielded data for conclusions which have limited generalizability for the universe, but which hopefully provide a strong basis for further research and discussion of the viability of black participation in the solution of world problems.

The factors of noninvolvement inherent in the black college demonstrated by data on this particular institution are lack of political and social awareness among students regarding the outer world, lack of information regarding international career opportunities, attitudes of mistrust and suspicion among the faculty and administration, all of which tend to frustrate and to impede the entry of the black college into international education. The degree of willingness and the levels of aspiration among the institutional components demonstrate, however, a state of readiness for increased institutional participation in foreign fields. The data yielded by this study provide insight, furthermore, into trends among the black college population in terms of broadened vistas.

When general assumptions, which are stated in Chapter I, concerning the black intelligentsia are examined from the perspective of current data and time, some are refuted, some are substantiated and others revealed to be ludicrous. With regard to those assumptions, the following statements are presented as broad generalizations for further research:

1. Black Americans have tended in the past to relocate as adults in the general area of their birth among their relatives and peers; but, they are willing and aspire to travel great distances from home, if opportunities are available, in the interest of personal, national and international development.
2. Black Americans are deeply involved in domestic social and economic problems centering around race and poverty in the United States, but are not too involved to be concerned or to

wrestle simultaneously with world racism through physical participation in American foreign affairs.

3. Black Americans identify with the black people on the African continent, the identification being more strongly color than cultural, and are willing to provide educational services not only for the African nations but for the dark-skinned nations of Asia and Latin America as well.
4. Faculty and administration of black colleges are willing to provide inasmuch as possible the academic preparation of their gifted students for nontraditional and international careers, and are willing themselves to participate in teaching and research abroad. Apparent preoccupation with traditional career counseling is more an artifact of the information and experience at hand than an institutional or racial priority.

The inhibitive factors of limited social and political awareness and suspicion provide insight also for analysis of other a priori assumptions of this study contained in the problem statement which are less attitudinal and are revealed by the literature and research data to be inhibitive factors to international participation by black folk. Those assumptions are expanded here to include the findings of this study and are recommended for self-study by other institutions to determine the degree of their generalizability.

1. The insidious nature of racial discrimination, or more appropriately institutionalized racism, is demonstrated in the effort and in the lack of effort of America's international agencies to involve Black Americans in their activities. If the commitment were genuine to include the black minority in the foreign affairs of the United States, black participants would be visibly present. Evidence has been presented of racial discrimination by transfer to foreign soil, where developing nations who are recipients of American aid have determined the skin color of the sources of assistance given by this country.

The fault does not lie with those nations, but rather with international agencies of the federal government whose lack of commitment to fully involve Black Americans becomes the Achilles heel and permits this type of dictation by other nations. A question, perhaps "the" question, for researchers in international education is: What is the political exigency of the United States which permits nations dependent upon American aid to determine the color of the assistance they require? If quality is indeed the standard, how can qualified assistance be extended to developing nations and yet not violate the commitment of America to its own black folk, which by violation, advances the disease of world racism?

2. The virtual exclusion of the black institution in the recruitment, training and administrative functions of international organizations has prohibited hundreds of capable black personnel from aspiring to international fields. Monies from private and federal sources instead have been granted to major white institutions over the past two decades to develop institutional capabilities for the preparation of "professors for export." A demonstration of changing priorities is apparent in Peace Corps' decision to establish the intern degree programs in universities to attract and train greater numbers of minority volunteers. Only one such program, however, is currently located on a black campus, and that one so small in number of trainees as to make developmental activities a financial impossibility.

The real issue with regard to all international agencies is how broadly the federal government defines "minority" and its commitment to minority. Is the commitment limited to increasing the numbers of black participants in these various agencies, or does it include developing to their fullest potential the peculiar capabilities of the black college for the preparation of human solutions to the world crisis in racism and education? These questions demand further research.

3. Little information regarding international opportunities, short- or long-term, is made available to black institutions. It is further possible that the information is not made expressly available to black scholars in white institutions. It may be true, also, that the general lack of information could be as regional as it is racial—that few universities in the South, white or black, are aware of the possibilities for institution building or personal

development through international activities. Much information is controlled by international agencies, themselves, and disseminated only to member institutions who pay fees for the privilege. The fact that institutional membership is a prerequisite for receiving such information is not made known to the black college administration. One member of the faculty sample pointed out as a major prohibitive factor that international participation is an East Coast syndrome, stemming from Washington, D.C. upward through New England and the Ivy League schools. Regional as well as racial discrimination, in terms of dissemination of vital information, is another area of suggested research for international education.

Information received by college administration regarding international opportunities is not readily disseminated to faculty and students for action. Without the element of institutional involvement, it is fairly obvious that international information received can be classified under recruitment of black faculty and students to support manpower projects conducted by major white institutions or organizations. If disseminated, such information could conceivably deplete the most qualified faculty and staff, rendering the institution inoperable or lowering its academic standards. Paranoia within black administration, resulting from the raiding of its faculty over the past five years by major universities, may be a partial explanation for the general lack of awareness of faculty of opportunities available for themselves and their students in international fields. Such administrative behavior could be interpreted as paternalism and an apparent lack of self-determination among faculty and students of the black college.

What the data does reveal in the sample population is an element of fear and insecurity among faculty with regard to restrictive leave policies which they assume to exist. Fears categorized in the data as "loyalty to the institution" or "family responsibilities" were often expressed more emotionally in interview as "losing one's place never to be regained" if leave were requested and granted. This degree of insecurity and suspicion of administrative motives does not permit the projection by college faculty that their importance and stature will be enhanced through international experience for greater roles in that university or others throughout the nation or world. Structured incentives—if such exist—do not include special increments for foreign service.

This problem, as covered in the review of literature, is not endemic to the black college, and the possibility of similar suppressive policies and behaviors in college administration are worthy of focused research by any institution aspiring to recognition in international education.

4. A high percentage of international experience was discovered among the faculty sample. Although the percentage of experience may be peculiar to the sample population, it can be hypothesized for further research that an unexpected degree of international experience exists among the faculties of the total black colleges. Conversely, the general lack of experience and lack of knowledge among the graduate sample leads to the conclusion that faculty experience has little, if any, influence upon student knowledge and attitudes toward internationalism. The lack of a reliable feedback mechanism, which is a necessity for dissemination of ideas by professionals and students with recent international experience, may be identified as a primary inhibiting factor within sample population. Information obtained from these sources could stimulate changes within the curricula and encourage students and professionals alike to international pursuits. This condition is not endemic to the black college, as revealed in the review of literature, and is worthy of research within any institution desiring to become international.

It is apparent throughout the study that some negative attitudes toward the international field are based on a lack of knowledge of international agencies regarding their roles and functions in American foreign policy and American aid. That these attitudes have inhibited the participation of black scholars in foreign affairs is understood. It does not follow, however, that increased knowledge will increase participation of black folk in international fields. An emotional response based on historic stimuli of fear and suspicion between members of the races will continue to thwart for years to come the efforts of black institutions and scholars to become fully active in American foreign affairs.

At this time, it is assumed that international education has become an institutional priority for few black colleges. Among those few, the faculty and student body must be made fully aware of the priority, and structured incentives provided by college administration. Until then, international experience will neither be perceived as a badge of merit by faculty nor will they counsel their students toward international fields.

Developmental Recommendations

The purpose of this study is to identify factors within the black college which are indicators of continued noninvolvement of blacks in international fields. The conclusions have been broadly defined in the preceding pages. For purposes of developmental recommendations, especially with regard to further research, the inhibitive factors identified may be more concisely defined as 1) discriminatory practices within international agencies, 2) exclusion of the black institution as a recruiting, training and administrative arm of the federal government, 3) lack of information provided to the black college by international agencies and failure of black administration to disseminate readily the information received, and 4) the absence of a reliable feedback system for utilizing recent international experience of faculty and students for curricular improvement.

Each one of these factors indicate need for further research among the black college population. Some fall under the general classification of "institutionalized racism" and must be researched in detail among the various sectors of American society if the particular skills of America's minorities are to be utilized in the solution of world problems.

A specific recommendation to the field of international education

is that the researchers become increasingly involved in development education among the minorities and to research their peculiar potential for national, international and world development.

It is recommended that research concerning the black institution be initiated by black college administration or faculty to be financed by private government agencies concerned with international education.

It is recommended that interested doctoral students at the dissertation level at major universities be invited to establish research teams to assist developmental research in these institutions, thus to advance current knowledge in the areas of cross-cultural education, institution-building, development education among minority cultures, etc., within the United States. It is not suggested that this experience preclude research abroad.

The final recommendation is one of caution for any researcher attempting to gather valid data from a minority population. The black population, in particular, has borne the brunt of unfavorable conclusions drawn from presumably objective studies conducted by well-intended researchers. One possible explanation for distortions perhaps is the type of instrument used for data-gathering. It was discovered in this study, for instance, that students psychologically rejected the Likert scale on the initial instrument. The rejection was evidenced by failures to respond to several items, consistent responses at the highest point

of the scale even when instructed that the scale was reversed for some items, and failure to complete the relatively short instrument in one hour. In later sessions, the group indicated that most attitudinal tests they are given are scaled, which students interpret to mean that no one is concerned for precisely what a student thinks or feels, but more so to what degree he feels what "they" think he feels. Students admitted to distorting data on such scales by consistently answering at either the lowest or highest point, no matter the question.

The chances for distortion through scaled instrumentation increases with time as the black college population becomes less obsequious. To be sure, the consequences of distorted data are far more damaging to the research population than to the researcher; but the objective researcher is forewarned. On the other hand, the open-ended questionnaires used for this study were less than satisfactory to the researcher in terms of ambiguity, labor and objectivity required in the interpretation and coding of reams of unsolicited information.

Replicability of Study

Data gathered for this study had a dual purpose: 1) to provide an objective base for the problem under study for dissertational research, and 2) to provide an objective base for the establishment of a Center for International Studies at Texas Southern University. The two foci were

complementary. Since the population was not aware that dissertational research was being conducted, the data-gathering process was not frustrated by the degree of suspicion normally anticipated among the sample population. Faculty and student participants were advised that the research was a necessary prerequisite to establishing the new academic and experiential dimension of international education on campus. Since the research is developmental in nature and is in the interest of institution-building, it had the full support of the Dean of Faculties, who introduced the researcher to total faculty by memorandum, asking for their cooperation. (See Appendix A) In addition, a Panel of Observers was selected by the researcher to advise the "Northerner" on how to approach faculty in order to ensure cooperation.

Ideal conditions were established for the dissertational research by the dual role of the researcher and the dual function of the data. If the study is to be replicated among a minority population, a similar process is recommended; i.e., that the research provide a needed service for the population, so that research which is tied to a terminal degree—and therefore assumed by some to be an academic exercise—does not become an emotional issue.

The same precautions to be taken for gathering data in developing nations, where cultural and linguistic differences are known to exist, should be taken for researching minority populations of the United States.

This is especially true if the researcher is ethnically or culturally different from the research population.

The greatest limitation perceived in the research design by the investigator is the instrumentation. Although the open-ended questionnaire did not encounter the degree of resentment as did the Likert scale, the items yielded quantities of sometimes valid, sometimes ambiguous and sometimes unsolicited data which proved laborious to code and to interpret. The need for subjective interpretation of the raw data involves the risk of bias which cannot be avoided in this type of instrumentation. The limitation in this study, however, is due more to construction than to the type of instrumentation used.

If time allows, it is recommended that the student sample be randomly selected from total student enrollment. If a questionnaire is used which contains knowledge items, the element of control will become a limitation unless the questionnaire is personally administered.

The selection of Texas Southern University as the setting for the research was based on its ability to satisfy certain selected criteria which indicates that it is in many ways atypical. In terms of mandate, clientele, funding, regional location, administrative structure and life style, it is representative of the majority of black colleges in the United States. The random sample of faculty is representative of Texas Southern University, only, and is assumed to be similar to the majority of black

college faculties. The student sample is representative of ten graduate classes in education which met simultaneously. The results cannot be generalized to the total population, but based on specific criteria of race, sex, and geographic origin and travel experience, the sample is assumed to be fairly representative of what may be encountered in both the graduate and undergraduate populations with regard to knowledge, attitudes and aspirations for international involvement.

Considering the limitations to generalizability, what may be concluded from this study is that the faculty and student body of the black college, due to changes in perspective and time, have reached the state of readiness necessary for entrepreneurship and nontraditional careers in international fields. If the commitment to involve Black Americans is indeed genuine and not affected by more subtle aspects of institutionalized racism, the necessary monies and opportunities will be made available to the black college for institution-building and the development of black potential for export.

Now is the time.

REFERENCES

REFERENCES

- Bailey, Stephen K. "International Responsibilities of the Modern University," in Higher Education and Public International Service.
- Beeby, C. E. The Quality of Education in Developing Countries. Harvard University Press, 1966.
- Bennis, Warren G. and P. E. Slater. The Temporary Society. New York: Harper and Row, 1968.
- Benveniste, Guy. "Major Research Needs in Educational Planning." Second Seminar at Bellagio, Italy, July 8-18, 1964. In Education and the Development of Nations. Eds. Hanson and Brembeck. New York: Holt, Rinehart and Winston, 1966.
- Bereday, George Z. F. (Ed.) Essays on World Education: The Crisis of Supply and Demand. New York: Oxford University Press, 1969.
- Blair, Marion. "The Futures of Racially Disparate State Universities in Common Settings," an unpublished Dissertation, Indiana University, 1970.
- Blatchford, Joseph H. "The Peace Corps; Making It in the Seventies," National Geographic, CXXVI, September 1964, p. 302.
- Bowles, Frank. "Senegal." In Bowles, Frank (ed.), Access to Higher Education, Vol. 2. UNESCO.
- Bowman, Mary Jean and Anderson, C. Arnold. "Concerning the Role of Education in Development," in Geertz, Clifford (ed.), Old Societies and New States: The Quest for Modernity in Asia and Africa, Free Press, 1963.
- Butts, R. Freeman. American Education in International Development. New York: Harper and Row, 1963, pp. 69-70.
- Clark, C. Arthur. "Beyond Babel," Way: Catholic Viewpoints, San Francisco, Vol. 26, 1970, p. 4.

- Coombs, Philip H. The World Educational Crisis: A Systems Analysis. New York: Oxford University Press, 1968.
- Curle, Adam. "Education, Politics, and Development," Comparative Education Review, 1964(a), 7:108-38.
- Curle, Adam. Educational Strategy for Developing Societies. Tavistock, 1963.
- Curle, Adam. Problems of Professional Identity: An Examination of Training for Human Resource Development and Educational Planning. New York: EWA, 1968.
- Davis, Russell C. Planning Human Resource Development: Educational Models and Schemata. Chicago: Rand McNally and Company, 1966.
- De'Ath, Colin. Black Education in the United States and Its Relevance to International Development Education. University of Pittsburgh Press, 1969.
- Education and World Affairs Studies and Reports: The University Looks Abroad: Approaches to World Affairs at Six American Universities. Walker and Company, 1966; The Professional School and World Affairs. New Mexico Press, 1968; A Crisis of Dollars: The Funding Threat to International Affairs in United States' Higher Education. EWA, 1968; Internationalizing the United States' Professional School. EWA, 1969.
- Etzioni, Amitai. Modern Organizations. Englewood Cliffs: Prentice-Hall, 1964, pp. 18-19.
- Foster, Philip J. Education and Social Change in Ghana, Routledge, 1963.
- Foster, Philip J. "Ethnicity and the Schools in Ghana," Comparative Education Review. 1962, 6:127-35.
- Foster, Philip J. "Secondary Learners in Ghana: Expectations and Reality," Harvard Education Review. 1964(a), 34:537-58.
- Foster, Philip J. "The Vocational Skill Fallacy in Development Planning," in Anderson, C. Arnold and Mary Jean Bowman (eds.), Education and Economic Development. Aldine, 1965, pp. 142-166.

- Foster, P. and R. Clignet. The Fortunate Few: A Study of Secondary Schools and Students in the Ivory Coast. Evanston: Northwestern University Press, 1966, pp. 128-140.
- Frazier, Franklin E. The Negro Family in the United States. Chicago: University of Chicago Press, 1939.
- Fuller, R. Buckminster. Operating Manual for Spaceship Earth. Southern Illinois University Press, 1969.
- Fuller, R. Buckminster. Education Automation. Southern Illinois University Press, 1963.
- Fuller, R. Buckminster. Utopia or Oblivion: The Prospects for Humanity. Bantam Books, 1969.
- Hansen, W. Lee. "Human Capital Requirements for Educational Expansion: Teacher Shortages and Teacher Supply," in Anderson, C. Arnold, and Mary Jean Bowman (eds.), Education and Economic Development. Aldine, 1965, pp. 63-87.
- Hanson, John W. and Cole S. Brembeck (eds.). Education and the Development of Nations. Holt, 1966.
- Harbison, Frederick H. and Charles A. Myers. Education, Manpower and Economic Growth. McGraw-Hill, 1964.
- Harclerod, Fred and Alfred Kilmartin. International Education in the Developing State Colleges and Universities. Washington: Association of State Colleges and Universities, 1966.
- Hare, Nathan. "Brainwashing of Black Men's Minds." Liberator, 6, 1966, No. 9.
- Hayes, Charles L. "Institutional Appraisal and Planning for Equal Education Opportunity," Journal of Negro Education. Howard University, Vol. 37:1, 1968, p. 323.
- Herskovitz, M. J. The Myth of the Negro Past. Boston: Beacon Press, 1958.

- Humphrey, Richard A. "Higher Education for World Realities," in The United States and International Education, National Society for the Study of Education, 1969, 68, 298-317.
- Jencks, Christopher and David Riesman. "The American Negro College," Harvard Educational Review, 1967, 37:1, 3-60.
- Jones, LeRoi. Home. New York: William Marrow, 1966.
- Kardiner, Abram and L. Ovesey. The Mark of Oppression. New York: Norton, 1951.
- Kerr, Clark. "Education in the United States: Past Accomplishments and Present Problems," in Essays on World Education, (Ed.) George Bereday. New York: Oxford University Press, 1969.
- Kuvlesky, W. P. and G. W. Ohlendorf. A Bibliography on Occupational Aspirations and Expectations. Texas Agricultural Experimental Station, Departmental Information Report No. 65:3. College Station: Texas A & M University, 1965.
- LaHoud, John. "An Evaluation of the T.S.U. Graduate Degree Intern Program," Unpublished Peace Corps Report. Washington, D. C.: June 16, 1971.
- Lewis, W. Arthur. Development Planning: The Essentials of Economic Policy. New York: Harper & Row, 1966.
- Lewis, Arthur W. "Priorities for Educational Expansion," in Policy Conference on Economic Growth and Investment in Education, Vol. 3, Washington, October 16-20, 1961. Organization for Economic Cooperation and Development, 1962.
- Likert, Rensis. New Patterns of Management. New York: McGraw Hill, 1967.
- Likert, Rensis. The Human Organization. New York: McGraw Hill, 1967(a).
- Lippett, Gordon L. Organizational Renewal. Appleton-Century-Crofts, 1969.
- Lodd, Florence C. "Travels and Travels in Fantasy of Black Youths from Low Income Backgrounds," An Unpublished Dissertation, Harvard University, 1970.

- Lunstrum, John. "The U. S. and Other Great Powers in International Intervention," in The United States and International Education, National Society for the Study of Education, 1969, 68, 220-249.
- Malcolm X. On Afro-American History, Recorded Speeches. New York: Pathfinder Press, 1970.
- McGrath, Earl J. The Predominantly Negro College in Transition. New York: Bureau of Publications, Teachers College, Columbia University, 1965.
- McLuhan, Marshall. Understanding Media. New York: McGraw Hill, 1964.
- McLuhan, Marshall and Quentin Fiore. War and Peace in the Global Village. Bantam Books, 1968.
- McQueen, Albert J. "Aspirations and Problems of Nigerian School Learners," Bulletin of Inter-African Lab Institute, 1965, 12:35-51.
- Moynihan, Patrick. The Negro Family: The Case for National Action. Washington: Office of Policy Planning and Research, U. S. Department of Labor, 1965, pp. 15-16.
- Muller, Steven. "International Studies: Crisis and Opportunity," International Educational and Cultural Exchange. Washington: U. S. Advisory Commission On International Education and Cultural Affairs, 1970, 1-11.
- Odenyo, Amos O. "Africans and Afro-Americans on Campus: A Study Some of the Relationships Between Two Minority Sub-Communities," Unpublished Dissertation, University of Minnesota, 1970.
- Patterson, Orlando. "Rethinking Black History," Harvard Educational Review, 1971, 41:3, 297-315.
- Rainwater, L. and W. Yancey. The Moynihan Report and the Politics of Controversy. Cambridge, Mass. M. I. T. Press, 1967.

- Sanders, Irwin T. Professional Education for World Responsibility. New York: EWP, 1968.
- Shriver, Sargent. "Ambassadors of Good Will: The Peace Corps," National Geographic, CXXVI, September 1964, 302.
- Scanlon, David G. International Education: A Documentary History. New York: Bureau of Publications, Teachers College, Columbia University, 1960.
- Schein, Edgar H. Organizational Psychology. Englewood Cliffs, N.J.: Prentiss-Hall, Inc., 1965.
- Smelser, Neil J. and Seymour M. Lipset. Social Structure and Mobility in Economic Development. Chicago: Aldine Publishing Company, 1966.
- Spaulding, Seth and John Singleton. "International Development Education," Review of Educational Research, June 1968, 204.
- Stembridge, Barbara P. "A Student's Appraisal of the Adequacy of Higher Education for Black Americans," Journal of Negro Education, Harvard University, 1968, 37, 316.
- Tinbergen, J. and H. C. Bos. "The Global Demand for Higher and Secondary Education in the Underdeveloped Countries in the Next Decade," Policy Conference on Economic Growth and Investment in Education. Washington, October 16-20, 1961, Vol. 3. Organization for Economic Cooperation and Development, 1962.
- Taylor, Harold. The World and the American Teacher. Washington: American Association of Colleges for Teacher Education, 1968, 270-332.
- Toffler, Alvin. Future Shock. New York: Random House, 1970.
- UNESCO. Economic and Social Aspects of Educational Planning. Paris: UNESCO, 1964.
- Vaizey, John. "Some of the Main Issues in the Strategy of Educational Supply," Policy Conference on Economic Growth and Investment in Education. Washington, October 16-20, 1961, Vol. 3, Organization for Economic Cooperation and Development, 1962.

Zakrzewski, Aurelia R. "Attitudes Toward International Affairs Related to Extent of Knowledge, Personality Factors, and Democratic Beliefs: A Status Study of a Specific Group of High School Seniors," Unpublished Dissertation, Wayne State University, 1970.

APPENDICES

APPENDIX A

1. Panel of Participant Observers
2. Introductory Memo
3. Letter of Information

PANEL OF PARTICIPANT OBSERVERS

1. Dr. James B. Jones, Professor. Psychology and Guidance; Director of TTT Project.
2. Dr. Clifton M. Claye, Professor. Department Head, Secondary Education.
3. Dr. Alberta Seaton, Professor. Biology, Director Title III, Freshmen Studies.
4. Dr. Lamore T. Carter, Professor. Psychology, and Dean of Faculties.
5. Dr. James O. Perry, Assoc. Professor. Director of Teacher Corps and Teacher Corps/Peace Corps.

TEXAS SOUTHERN UNIVERSITY
Houston, Texas

MEMORANDUM

TO: Deans and Heads of Departments

FROM: /s/
Lamore J. Carter, Dean of Faculties

RE: New Faculty Appointee

This memo is to introduce to you Mrs. CYNTHIA N. SHEPARD who joined our faculty February 1, 1971, to assist us in planning a Center for International Development Studies. This new Center, which we hope will be operational by September of this year, will be designed to facilitate the development of international programs and projects involving both faculty and students within the various departments of Texas Southern.

Mrs. Shepard is originally from Terre Haute, Indiana with certification in business, Political Science, and English from Indiana State University. She comes to us as a joint faculty member with the University of Massachusetts where she has just completed her doctoral studies in International Education. She has taught at Indiana State University, Allen University in Columbia, South Carolina, University of Nairobi, Kenya, and the University of Massachusetts. She presently serves as a United Nations consultant to education and training with the Economic Commission for Africa, having just returned in January from a conference in Addis Ababa and her second tour of East and West Africa.

During the next week or two, Mrs. Shepard will be contacting you for appointments to discuss the nature of the proposed Center and its special relationship to your departments. Your cooperation and consideration will be greatly appreciated.

cc: President G. M. Sawyer

PEACE CORPS STAFF *
(as of November 30, 1970)

Location	Total Employees	Negro	Oriental	Indian	Spanish
Washington, D.C.	669	252	4	0	6
Outside D.C.	78	12	0	0	3
Outside U.S.	<u>382</u>	<u>31</u>	<u>4</u>	<u>2</u>	<u>17</u>
Total	1,129	295	8	2	26
Percentage		(26.1)	(.7)	(.1)	(2.3)
Total Minority Staff		29.2%			

* Information obtained from Peace Corps Office of
Minority Affairs.

APPENDIX B

1. Faculty Questionnaire
2. Faculty Code Book

FACULTY QUESTIONNAIRE

- 1) Why, do you think, so few Black American scholars are involved in international travel, teaching, and decision-making?
- 2) Should Black Americans become more active in short- or long-term projects overseas? Why or why not?
- 3) If you were offered \$30,000 per year (non-taxable money) to teach abroad for one to two years on sabbatical leave, would you consider doing so? If so, which part of the world would you choose to serve?
- 4) If you were willing to share your expertise with other areas of the developing world, what would you consider to be the most significant hindrances to such activity?
- 5) What from your point of view, would be the benefits of short- or long-term international experience to your own personal growth, to Black America or to America in general.

- 6) How would you describe the nature of current university governance and administrative policies regarding international travel and work?
- 7) Would you be willing to research possibilities or to develop programs to increase opportunities abroad for your most promising students?
- 8) If an international project were available for your department, completely subsidized by the federal government, would you consider undertaking the training of students for international study and employment?
- 9) If an Advisory Council were established for International Studies, what would you see as its greatest function? Would you be willing to serve?
- 10) Can you suggest a more viable alternative to the Advisory Council as a system of governance for the new Center?

FACULTY CODE BOOK

Item	Cols.	Categories
1	1-2	ID No.
	3	Card No.
2	4	Race
		0-Anglo
		1-Black
		2-Chicano
		3-African
		4-Asian
		5-Oriental
		6-Other
3	5	School
		1-Arts & Sciences
		2-Business
		3-Education
		4-Industries
		5-Law
		6-Pharmacy
4	6	Status
		0-Administrative
		1-Faculty
5	7-8	International Experience
		00-None
		01-East Africa
		02-West Africa
		03-Afganistan
		04-India
		05-Micronesia
		06-West Indies
		07-Southern Africa
		08-Latin America
		10-Pakistan
		11-Morocco
		12-Australia
		13-Philippines
		14-Central Africa
		16-Europe
		17-Orient
6	9	1-Lack of information about opportunities available.
		2-No opportunities given to blacks.
		3-Black scholars not interested in leaving home.

Item	Cols.	Categories
		4-Blacks not financially able; heavy family responsibilities.
		5-No training for international fields or careers.
		6-Black school administration does not encourage or allow.
		7-Blacks are more concerned with local problems in U. S.
		8-Regional antipathy to travel and concern with outer world.
		9-No response.
7	10	0-Yes
		1-No
8	11	1-Blacks have more in common with developing world than whites.
		2-Blacks need travel experience for educational and social dimensions.
		3-Blacks need improved education about African heritage and identity.
		4-Blacks can improve quality of American foreign policy.
		5-Pan-Africanism is necessary since our destinies are tied together.
		6-Nations outside black world also need help from Black Americans.
		7-We are Americans; need to dispel myths about us.
		9-No response.
9	12	1-Black scholars are needed foremost at home to solve racial strife.
		2-Blacks should not support American foreign policy as it exists.
		3-Blacks should not project image of equality when not so.
		9-No response.
10	13	0-Yes
		1-No
11	14-15	01-East Africa
		02-West Africa
		03-Afghanistan
		04-India

Item	Cols.	Categories
		05-Micronesia
		06-West Indies
		07-Southern Africa
		08-Latin America
		10-Pakistan
		11-Morocco
		12-Australia
		13-Philippines
		14-Central Africa
		15-No particular place
		99-No response
12	16	1- 1500- 2500 - West Indies
		2- 2501- 3000 - Latin America
		3- 3001- 4000 - Philippines, Micronesia
		4- 4001- 6000 - W. Africa, Morocco
		5- 6001- 8000 - E. Africa, C. Africa, So. Africa
		6- 8001-12000 - Pakistan, India, Afghanistan, Australia
		7- Uninterpretable
		9- No response
13	17	1-Teach
		2-Research
		3-Travel
		4-Work, other than teaching
		5-Study
		9-No response
14	18	1-Age
		2-Health
		3-Family responsibilities
		4-No time
		5-Domestic problems first
		6-Immigration restrictions
		9-No response
15	19	0-Health
		1-Language barriers, not academically prepared.
		2-Loyalty and responsibilities at TSU.
		3-Family responsibilities.
		4-Lack of finance.
		5-Fear of flying over water.

Item	Cols.	Categories
16	20	6-None.
		7-Immigration constraints.
		8-Lack of common ideology.
		9-No response.
		1-Personal satisfaction of helping someone else.
		2-Greater knowledge when teaching about other nations.
		3-Improving human relations throughout the world.
		4-Financial benefits.
		5-Exchange of ideas and sharing of values.
		6-Experience for children to live in culture different from own.
		7-Do not know.
		9-No response.
		1-No leave system; or if so, not known.
		2-Too many vested interests; inflexible.
		3-Admin. are internationalists, will support action.
17	21	4-Admin. understaffed and undertrained; little or no money.
		5-Admin. student-centered, less concerned for faculty needs.
		6-Admin. slow to respond to faculty requests.
		7-Privilege of travel or leave extended to few.
		8-Generally supportive of faculty.
		9-No response.
		0-Yes
		1-No
18	22	9-No response
		1-Will teach required courses if possible.
19	23	2-Will escort teams abroad, short or long term.
		3-Will lead students abroad in short term projects.
		4-Would provide assistance to other faculty only
		9-No response
20	24	0-Yes
		1-No
		2-Maybe
		9-No response.

Item	Cols.	Categories
21	25	0-Too busy 1-Not qualified 2-Don't like administration 3-Administration too difficult 4-Would assist only 9-No response.

APPENDIX C

1. Student Questionnaire
2. Student Code Book

INTERNATIONAL EDUCATION
QUESTIONNAIRE

- 1) Age _____
- 2) Sex _____
- 3) Rank (Freshman, Sophomore, Junior, Senior, Graduate) _____
- 4) Birthplace _____
City County State
- 5) Birthplace of Father _____
City County State
- 6) Birthplace of Mother _____
City County State
- 7) What is the farthest you have traveled from home? _____

- 8) How many of your relatives have traveled outside the U. S. and
where? _____

- 9) Have any of your friends or relatives lived or traveled to Africa?
If so, where? _____

- 10) Black Americans (should, should not) be active in international organizations like Peace Corps, UNESCO, etc., because _____
- _____
- _____
- _____
- _____
- _____

- 11) If you were black and were being paid \$15,000 per year to teach in a developing part of the world, in which of the following areas would you rather live and work? Please rank order.

_____ East Africa	_____ Southern Africa
_____ West Africa	_____ Latin America
_____ Afghanistan	_____ Pakistan
_____ India	_____ Morocco
_____ Micronesia	_____ Australia
_____ West Indies	_____ Philippines
_____ Central Africa	

- 12) What particular skills do you feel Black Americans have which would be useful to the developing world?
- _____
- _____
- _____

- 13) Few Black Americans are currently involved in international affairs, because _____
- _____
- _____
- _____

- 14) A great percentage of white college graduates each year join Peace Corps because _____
- _____
- _____
- _____
- _____
- 15) The United States (does, does not) promote education and economic opportunities for the dark skinned peoples of the world, because
- _____
- _____
- _____
- _____
- _____

- 16) Please give the full identification for as many of the following abbreviated international organizations as possible:

UNESCO	_____	FAO	_____
UNICEF	_____	WHO	_____
USAID	_____	ILO	_____
SEATO	_____	UN	_____
UNDP	_____	ECA	_____
NATO	_____	OIC	_____
CUSO	_____	VSO	_____
PC	_____	OAU	_____
TEA	_____		

STUDENT QUESTIONNAIRE

CODE BOOK

Item	Cols.	Categories
1	1-3	ID No.
2	4	Race <ul style="list-style-type: none"> 0-Anglo 1-Black 2-Chicano 3-African 4-Asian 5-Oriental 6-Other 9-No response
3	5-6	Age <ul style="list-style-type: none"> (Actual) 9-No response
4	7	Sex <ul style="list-style-type: none"> 1-Female 0-Male 9-No response
5	8	Rank <ul style="list-style-type: none"> 0-Senior 1-Graduate 9-No response
6	9-10	Birthplace <ul style="list-style-type: none"> 00-Texas 01-Louisiana 02-Mississippi 03-Arkansas 04-Other southern states: <ul style="list-style-type: none"> Missouri, Kentucky, Virginia, Washington, D.C., Tennessee, Alabama, Florida, Georgia, South Carolina, North Carolina. 05-North-East states: <ul style="list-style-type: none"> Minnesota, Wisconsin, Illinois, Ohio, Indiana, Pennsylvania, New York, Connecticut, Maine, New Hampshire, Vermont, Iowa, Michigan, West Virginia, Delaware. 06-Western states: <ul style="list-style-type: none"> Washington, Oregon, Montana, North Dakota, South Dakota, Colorado, Wyoming, Idaho, California, Nevada, Utah, Arizona, New Mexico, Oklahoma.

Item	Cols.	Categories
		08-Puerto Rico, Hawaii, Alaska, Canada, Mexico, Bahamas.
		07-Foreign countries - any country outside U.S. territory contiguous, other than those named above.
		10-The World.
		09-No response.
7	11-12	Same as Item 6.
88	13-14	Same as Item 6.
9	15-16	Same as Item 6.
10	17-18	01 0- 500 - Texas, Louisiana, Mississippi, Arkansas, Oklahoma, Mexico.
		02 501- 1000 - Tennessee, Georgia, Alabama, Kentucky, Missouri, Kansas, New Mexico, South Dakota, Wyoming, Utah, Arizona, all midwest states.
		03 1000- 2000 - Washington, D.C., New York, Maine, Pennsylvania, Massachusetts, Connecticut, Canada, North Dakota, other states west.
		04 2001- 2500 - West Indies, Puerto Rico, Bahamas, Hawaii, Europe.
		05-06 2501- 4000 - Philippines, Micronesia, Japan, Korea.
		07 4001- 6000 West Africa, Morocco.
		08 6001- 8000 - East Africa, Central Africa, Southern Africa
		10 8001-12000 - Pakistan, India, Afghanistan, Australia.
		88 12000-16000 - All over world.
		99 No response.
11	19-20	00-None
		01-East Africa
		02-West Africa
		03-Afghanistan
		04-India
		05-Micronesia
		06-West Indies
		07-Southern Africa
		08-Latin America
		10 -Pakistan

Item	Cols.	Categories
		11-Morocco 12-Australia 13-Philippines 14-Central Africa 15-Mexico, Canada 16-Europe 17-Orient 88-All over world 99-No response. 0-None
12	21	1- 1500- 2500 - West Indies, Hawaii, Puerto Rico, Canada. 2- 2501- 3000 - Latin America. 3- 3001- 4000 - Philippines, Micronesia. 4- 4001- 6000 - West Africa, Morocco, Europe. 5- 6001- 8000 - East Africa, Central Africa, Southern Africa. 6- 8001-12000 - Pakistan, India, Afghan, Australia. 7- 12000-16000 - Around the world. 9-No response. 0-Yes 1-No
13	22	9-No response 0-Yes 1-No
14	23	9-No response 0-None 1-East Africa 2-West Africa 3-North Africa 4-Central Africa 5-Southern Africa 6-All over Africa 9-No response
15	24	0-Should 1-Should not 9-No response
16	25	1-Developing countries need our help. 2-Black people are Americans. 3-Develop better relations with black people of the world. 4-Blacks need to improve foreign relations of U.S. 5-Peace corps provides opportunities for travel.

Item	Cols.	Categories
17	26	6-It is opportunity to improve our education about peoples of the world. 7-Blacks can improve effectiveness of these organizations. 1-We need to solve problems in U. S. first. 2-These organizations are not worthwhile; should not support them. 3-The American experience is too negative; cannot represent U. S.
18	27-28	9-No response 01-East Africa (FIRST CHOICE) 02-West Africa 03-Afghanistan 04-India 05-Micronesia 06-West Indies 07-Southern Africa 08-Latin America 10-Pakistan 11-Morocco 12-Australia 13-Philippines 14-Central Africa
19	29	99-No response 1- 1501- 2500 - West Indies 2- 2501- 3000 - Latin America 3- 3001- 4000 - Philippines, Micronesia 4- 4001- 6000 - West Africa, Morocco 5- 6001- 8000 - East Africa, Southern Africa, Central Africa. 6- 8001-12000 - Pakistan, Afghanistan, India, Australia. 7-Uninterpretable.
20-32	30-55	9-No response ORDERING OF PRIORITIES AS GIVEN 99-no response.
33	56	1-Brotherly love; religion; empathy. 2-Blackness; community. 3-Medicine; nursing. 4-Education; creative arts. 5-Technology; trades; carpentry, engineering, agriculture.

Item	Cols.	Categories
34	57	6-Anything any other American can give. 7-Sports. 8-Experience of deprivation in America. 9-No response. 1-Involved in metamorphosis within U.S.; too involved. 2-Lack of exposure to information and opportunities. 3-Discrimination in international and governmental agencies. 4-Don't want to leave home; complacent. 5-Do not have necessary skills due to segregation and deprivation. 6-Not able financially to travel, or to take time from job. 7-Haven't yet participated in domestic affairs fully. 8-Don't know why. 9-No response.
35	58	1-Feel need to help the less unfortunate of the world. 2-Free travel experience; education about world. 3-Provides time to decide upon future careers; leave job market. 4-Excitement; nothing better to do. 5-Misfits in American society. 6-Evading draft. 7-Compensation for unjustness to Blacks; guilt complex. 8-Ego; white supremacy. 9-No response.
36	59	0-Does. 1-Does not. 9-No response.
37	60	1-Black people are demanding it. 2-U.S. now realizes skin color has nothing to do with brain power. 3-America wants to control black communities around the world. 4-America believes in free and compulsory education. 5-America has guilt feelings about the past.

Items	Cols.	Categories
38	61	6-America wants to help those who are in need in the world.
		7-It is profitable for America to do so.
		8-I don't know.
		9-No response.
		1-America is afraid of the power of black people if given chance.
		2-America is a racist society; believes white supremacy myth.
		3-America is not concerned for welfare of black people.
		4-America does not promote interests of black folk at home.
		5-America doesn't promote the interests of <u>any</u> of its citizens.
		8-I don't know.
39	62-63	9-No response.
		Number correctly answered
40-56	64-80	00-17 (Key)
		0-Right United Nations Educational, Scientific and Cultural Organization.
		1-Wrong United Nations International Childrens Emergency Fund.
		9-No response
		United States Agency for International Development.
		South East Asia Treaty Organization.
		United Nations Development Program.
		North Atlantic Treaty Organization.
		Canadian United Services Organization.
		Peace Corps.
		Teachers for East Africa.
		Food and Agricultural Organization.
		World Health Organization.
		International Labor Organization.
		United Nations.
		Economic Commission for Africa.
		Opportunities Industrialization Center.
		Voluntary Service Organization.
		Organization of African unity.

